

Intro

Question	Comment	Actionable Yes or No	Action taken	Notes
Please comment on the Introduction section.	The introduction section provides a strong overview of the content taught at each grade level. However, the introduction seems to be too prescriptive on what should be taught, almost acting like a curriculum guide and not standards.	yes		
	The introduction makes a case for preparing good citizens but, giving students the bulk of US history in the elementary levels, focusing on global studies for sixth and seventh grade, then expecting 13 & 14 year old kids in the eighth grade to remember the American Revolution from fifth grade is a completely unrealistic expectation. The introduction is incompatible with the standards as written.	yes		
	It provides an overall context but does not discuss implementation beyond the ambiguous depth of content	no		curriculum
	Please do not exclude Greece and Rome from the world history standards. Without understanding the foundations set by Greece and Rome, students will be ill prepared to understand how our current system of government works. Many historians would consider Greece and Rome to be the foundations for western civilization. Also, I am concerned that there is no mention of Mesopotamia or Ancient Egypt in world history. It is important to learn about civilizations that have been around for thousands of years to put our own American system of government into perspective. Above all else, please don't exclude Greece and Rome from world history.	no		not in intro
	I think the introduction makes clear the purpose and method by which Social Studies becomes an ongoing process to be carried with the student as they progress through their primary and secondary years	no		positive
	The way the standards are shaping out to be done and when they change, the group of 7th graders when they move to 8th will no learn World War 2, the American Revolution, and miss key parts. To my understanding these standards.	no		not in intro
	It does a good job of laying out the purpose of why the standards are being changed. Well written and easy to understand for teacher and parent alike.	no		positive
	The standards look comprehensive and build well upon what will have been taught in prior grades.	no		positive
	Third graders are not only still learning how to read, they are still learning to evaluate, cite evidence, and chunk information to infer. Therefore, most third graders are not developmentally ready to tackle the historical content that is suggested in the introduction.	no		instruction
	3rd graders are still learning to evaluate, sight evidence, and chunk information from text to infer. The introduction indicates that 3rd graders need to have these skills. Most 3rd graders are still learning how to read and therefore most 3rd graders are not developmentally ready to tackle the historical content that is suggested in the introduction.	no		instruction
	Third graders are still learning to evaluate, cite evidence, and chunk information from text to infer. The introduction indicates that third graders need to have those skills. Third graders are still learning to read at this age and most do not have the skill set to do explore and understand the content.	no		instruction
	Goals and such are a bit vague but widely applicable.	no		vague
	There is an error in the first word of the 3rd grade section. It says though, and I think that it was supposed to be through. I think that overall the standards are fine. I wonder why the old 4th grade standards were moved to 3rd grade. Also, why does 6th grade go to early civilizations without any real foundations in other years, and then doesn't go back to those civilizations in following years?	yes		

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While it does entail what the standards are, it falls short of making a logical rationale for the radical changes we are seeing. Pushing all US history to elementary school, expecting them to remember it after two years of global studies in grades 6-7 to have a foundation for the citizenship and civics of 8th grade is absolutely unrealistic. If you really wanted to make a difference, global studies should be in elementary school where teachers can do fun projects on Ancient Egypt, etc. and save the US history for middle school when they can understand it better. It seems you are trying to make global citizens at the expense of our American heritage.	yes		
Introduction provides a nice overview of the standards and the focus of each grade level.	no		positive
In the intro, it says, major tenants. It should say major tenets.	yes		
The introduction does a good job of outlining the goals of the standards. It speaks strongly to the purpose of education in creating thoughtful, engaged citizens.	no		positive
The information is useful and concise. We made notice to the use of language, such as the story line. In addition, I appreciate the first comments relating the importance of educating the citizenry to maintain a well informed democracy. The Content Standards is a duplicate of the Big Ideas without the coding. It should be removed as it could be cause of confusion. Also, I appreciate the timing suggestions, although lofty.	yes		Change Big Ideas to Anchor Standards
I think it is fine.	no		positive
The introduction is an overview and is not specific to anything in k-12. It does explain the background, intentions, and general structure of the standards. However, the structure is not clear. The big ideas have been merged with the skills and practices. These need to be separate in the same way the inquiry elements are listed. Then they can be pulled into the standards and used as tools to delve into the content. They are not separate learning. This is not clear by the way they are set up now. Here is an idea of an equation for planning a standard. Inquiry Element + Skill or Process + Standard (Civics, economics, Geography, or history) = what and how I plan to teach	yes		
Find a quote from a leader who did more to support education. Overall, the intro serves its purpose.	no		
Starting small and getting bigger and creating a grade level storyline is beneficial for the student's understanding. Defining the content descriptors makes it more clear for the teachers to understand. Big ideas matrix page is very helpful. Strong focus on civics is a welcomed addition because not emphasized in every household. Inquiry ties well with AVID strategies and makes a natural connection to ELA. Design of the instructional times seems aggressive unless resources are available to tie it into our ELA teaching. Remove standards table it is a duplicate of big ideas table and makes it confusing.	no/yes		positive/table pages 6 and 12
The introduction does an excellent job of explaining why the new standards are necessary and laying the groundwork for the structure of the new standards.	no		positive
Please edit the Ronald Reagan attribution. It should be un-italicized or edited in some other fashion.	yes		
Ronald Reagan's quote in the introduction needs to be properly formatted. The intro also makes it very clear that these are standards and not curriculum.	yes		
The introduction is very broad.If a first-year teacher were to read this, he/she wouldhave no idea what any of the language means. There needs to be more specific language.	yes		
The introduction provides a good background to why social studies is important however, it is not very specific as far as what is going to be taught k-12. A table of contents of specific areas to be taught would be helpful.	yes		

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I like how the introduction breaks down the process through the story line, levels of inquiry and course descriptors. I feel that the Big Ideas could be a little more clear. For example, on page 6, it took a minute to realize that the disciplinary Skills and Process are how things are to be taught while the 4 core disciplines are the what. Once I understood the concept the table became a little more clear.	yes		
1. The quote at the top needs to be formatted in an appropriate matter. 2. Why are we using Ronald Reagan to introduce the standards or any quote as all. 3. Wording about 21st century is antiquated. We should just say that we are preparing them for a global society. 3. Change dispositions to diverse perspectives on page 3. 4. Information on page 8 that makes the distinction between standards and curriculum should be on page one. 5. Big Ideas chart is structured well with understandable organization. However there appears to be two in the introduction? Perhaps only use the coded chart.	yes		
The introduction is thorough and provides a clear overview of the chronology of the storylines and content foci. There is one wording change I would suggest: In the opening paragraph of the standards, when speaking about 21st Century skills, it would be best to change the wording from preparing to equipping.	yes		
Great mission introduction. Gave me a great big picture of what the overall goal is k-12. The six inquiry elements has great descriptors. I like how the four core disciplines are K-12 brings cohesiveness. 30 minutes a day can seem overwhelming but, on page 8 it states SS should have direct and explicit connections to the ELA standards.	no		positive
The storylines/Content Focus allows me to see the big picture and how it flows from grade to grade. The content descriptors are clear.	no		positive
The introduction is well written and includes the emphasis on content knowledge. Maybe a heading or table of contents could be included that states the importance for everyone to read this section in order to get a common mindset. To prepare students with the knowledge and skills they need to participate as an informed citizen. It is important that each teacher understands their grade levels content focus/storyline.	yes		
Overall the introduction allows enough information to understand how the standards are designed, and their intended implementation. However, it would be nice to have more emphasis on the reasons for the openness of the standards, and the autonomy of the districts/teachers. Since this is a switch from how we have been doing things for so long.	yes		
Decrease the amount of language used in the areas of skills and process. Ideas can be used as bullet points below the major idea.	yes		
I agree with the ideals and goals listed in the introduction section. Especially the line about Preparing students for the 21st century cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. However, some of the language used in this introduction is too verbose and needs to be more clear for its readers. It would be beneficial to explain the thought processes and pedagogy that spurred this revision in the first place. Why did you want to include a storyline for each grade? Why did you put a focus on the Big Ideas and Inquiry based learning? Defend your position and this document! Also, why are the Big Ideas on page 6 and the Content Standards on page 12 exactly the same? It is repetitive and makes the document look redundant. Just put the descriptors on one page with ONE table. I appreciate how you break down the vocabulary for standards. Standards come from the state, Curriculum comes from the local level (school district), and the instruction falls on the educator.	yes		
There is too many items in there added or worded that need to be condensed.	yes		

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I like the quote at the top. The second paragraph should be revised with more affirmative ideas (what we want to see) and not just the negative. Instead of cannot how can it be accomplished. The style of writing needs to be more academic and not descriptive. It needs to be more user-friendly and re-organized.	yes		
The introduction is well organized. It provides insight into how the standards are planned and benefits to students. Big Ideas and Content Standards should be merged as the pages are redundant. The introduction should be rewritten so that a lay person could easily understand it.	yes		
I like the increasing rigor of the broad range of understandings and skills on page 3. I like that this form outlines that the draft of standards is about thinking, reading, and writing. I think teachers and parents see this as literacy and content. The story line appears to have a logical flow. On page 6, I think the chart needs a better description. The Disciplinary Skills and Processes are taught at the same time as the content areas. I think the chart needs a better description to discuss this. The chart could use some sort of color coding or lines to show this relationship. The quote on page 3 is not needed. It should be removed.	yes		
The structure of the standards is explained. Maybe a link to video describing Storylines, core disciplines, big ideas, and Inquiry Elements. Page 8....Title and headings are AZ History and Social Science Standards and social studies in embedded in the text. Not clear the difference and understanding of the difference between the two. Page 8 is not clear.	yes		
The structure of the standards is explained. Maybe a link to video describing Storylines, core disciplines, big ideas, and Inquiry Elements. Page 8....Title and headings are AZ History and Social Science Standards and social studies in embedded in the text. Not clear the difference and understanding of the difference between the two. Page 8 is not clear.	yes		
easy to find grade level and standards	no		positive
The introduction section does make clear how to read and interpret the standards. The graphs and visuals are very helpful in determining how to read the information. I do have some issues with how it is written in some places. To be credible, it is imperative that capitalization and punctuation are correct, and this is a fairly constant problem. I realize this is not essential to understanding the material, but it is still a concern I have in taking the writers seriously. The introduction shares that most of actual instruction and content will be chosen at a local level. This could prove to be problematic for students, especially those who move. By having the option of such vague instruction, content, and time allocated to social studies, I am extremely concerned that the informed citizens these standards hope to create will not be informed at all. As an upper level social studies educator for over 12 years in Arizona, I have seen a variety of skills and knowledge from my students. Since the adoption of Common Core, more students have been better informed than previous years. I fear that the vagueness implied just in the introduction section will lead to some students who have had a great amount of instruction and others who have had very little.	yes		
The introduction section contained good ideas. It talks about why education is important and the role that social studies has in preparing students. Additionally, it lists understanding and skills for students which I agree with and think are reasonable.	no		positive
Why can't the standards for middle school be chronological? Especially for 7th and 8th grade? 7th Native Americans through Civil War and Government and Civics then WWI to Present day?	yes		
I think that these standards are well explained and thorough. However, for these new standards, we will need new text books. Our books are over 12 years old; the information in which these future standards will cover, will not all be in the textbook.	no		curriculum

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It is paramount that people get this statement- An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the 21st century cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.	no		personal opinion
The introduction states the purpose well.	no		positive
Well worded, clearly understandable and defined well.	no		positive
Thank you for asking for feedback.	no		positive
The introduction is somewhat confusing and hard to follow.	no		vague
You do realize that children develop at different rates and are not always able to achieve abstract thoughts in high school, some people never will. Children need lots of repetition and consistency. They memorize well in elementary then can't in high school. The school day is too long they have no time to play which is every bit as important for their development.	no		personal opinion
The Introduction section is fine and I don't think it needs any revisions.	no		positive
It's fine	no		positive
The introduction was easy to read although I do not agree with the intersecting parts. Crosscutting concepts is a great idea however the cut is a little to large. The concepts/standards are to vague and will be lost in the yearly transition.	no		personal opinion
This is not as easy to understand as the old standards.	no		personal opinion
It is easy to understand.	no		personal opinion
There is a good correlation between Social Studies skills and ELA skills so that teachers can overlap the content and satisfy the standards in each area. I like that teachers in each grade level can work on the twenty one big ideas while teaching the content of their grade level.	no		positive
Too vague	no		vague
I thought the section provided enough information to inform people the purpose of the changes in social studies.	no		positive
Its a Draft	no		
I am very excited to see a focus on civic engagement. This not only aligns with new implementation at the college level in Arizona, but also helps to better prepare our children to be active and responsible citizens. The implementation of service-learning in 8th grade is a strong illustration of the civic building blocks that these new standards will impose. I am very supportive of these changes. Thank you	no		positive
Introduction explains sequence between K-8	no		
The introduction is clear that it focuses on writing and open ended aspects of civics.	no		positive
They are confusing compared to the standards we used in the past.	no		vague
The Introduction shows the new standards are focused more on critical thinking skills, reading and writing. It is clear the new priorities are Civics, Economics, Geography, and History.	no		personal opinion
Introduction section needs to be simplified.	no		vague
The section is adequate. There are topics that are highlighted that are approved on, and there are others left out (analyzing contextual evidence rather than comparing evidence).	no		personal opinion
I feel that the introduction is wordy and confusing.	no		vague
very vague. It seems like a lot crammed into the 7th grade curriculum	no		vague
I do NOT want the 4th grade standards shifted down to 3rd grade. Studying our state has been a part of the 4th grade curriculum for as long as I can remember and it should stay there.	yes		

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These are very difficult to read and understand. There seems to be a lot open for interpretation. With this, some teachers might focus on one area and skip another, just by how they interpreted it. Nationally, 4th Grade is state studies...why did this change in Arizona?	yes		
I thought it was an excellent way to help people understand the need for social studies standard. It was well thought out by using the example of a Republic as well as Reagan's quote to emphasis how important history and being a citizen is today. There were some grammar mistakes that I noticed.	yes		editing
The worldview of the standards is unknown and, as the saying goes, the devil is in the details, not in the introduction section.	no		personal opinion
teaching all of American history in 7th grade - have you lost your mind - we are having a push for small group teaching and asking deeper questions, how can we possibly do this if we have to fly through the history of america	yes		
Where are the materials going to come from. I have had to create my own for what I'm teaching now. Admin had stated at meetings that they know the books are bad (for what we were teaching) and to make our own materials. What I'm seeing looks wonderful for them to learn, but there are no resources available to teach these standards.	no		curriculum
I can't believe that you are going to teach American History to 5th grader (American Revolution and Civil War) and not comment it again until High School. I just don't get it!!!!	no		personal opinion
I am not seeing rationale for why topics were shifted to different grade levels. This will pose a large problem for teachers that only teach one grade.	yes		rationale
I believe it sufficiently introduces the reasons for teaching Social Studies.	no		positive
The repetition of the term compelling question still has me very confused. I have no idea what a compelling question is or where it comes from. This is way too vague.	yes		
The introduction lays out the different types of standards but does not explain how teachers have choice in the content that is in the standards. For example, a lot of the history content in middle and high school is not attached to a standard number (instead labeled course considerations)--what does that mean for a teacher? A high school teacher could teach the Civil War for an entire semester or year and meet all of the HS history standards; would that be okay? The standards make clear that LEAs have a lot of discretion in course organization and content, but what of LEAs that do not have the resources to design curriculum and/or who use out dated textbooks? Do that standards provide enough support for teachers in those districts?	yes		rationale
Page 45th Grade and 6th Grade: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.Tables on Page 6 and 12 are repetitive - are both necessary?Page 12Remove ADE addition: 'Suggestions for key concepts...standards.'	yes		
While it sounds as though this program is intended to build academic skill sets, the introduction does not sound as though it is looking for developmentally appropriate approaches to curriculum and civic engagement over time.	yes		rationale
Overall the introduction is very good, but perhaps the three sections (Think analytically, read widely and critically, and write cogently and in a compelling manner) should have social students focus for each major content area.	yes		rationale
It is detailed	no		opinion

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When looking at subject specific considerations, World History needs to be heavily adapted. Allow us a larger time frame but allow us to trim some of the concepts or ideas. Or, better yet, allow us to expand world history into a two-year course rather than a one year focus. That way, we can couple Ancient Civ - 1450 with geography pertinent to that era say Freshmen year, then 1450-present with geography pertinent to that era Sophomore year. It would still align with ELA curriculum for sophomores since most of the World History studied alongside Sophomore ELA curriculum is 1400-present. The time period proposed is too constrained and does not allow for the proper background knowledge foundation to effectively create an in-depth understanding of various events. You cannot discuss the foundations of Judaism and Jewish migration without discussing the Babylonian Exile. You cannot discuss the foundations of Buddhism in a 1400-present context. You need that prior background information of not only the concept but also the region in which these areas are coming from. You cannot properly explain Middle Eastern conflicts without properly discussing Persia and the Mongols. You cannot properly discuss Chinese and Japanese modernization/imperialism if you have to skip Feudalism.	no		not intro
Your phrasing is VERY anti teacher - NEEDS to be rephrased!!!In the INQUIRY ELEMENTS Section - All too often in social studies classrooms teachers fail to tap into this natural curiosity and lose out on the opportunity to build strong readers, writers, and thinkers.	yes		p. 7 rephrase in the positive
I would like to see the list of all 21 Big Ideas.	yes		formatting - grid (grade banding)
I like the standards. Very easy to follow.	no		positive
I'm a Kindergarten teacher and I just completed a lesson on planting due to Earth Day. I feel that 90 minutes/week 18 minutes per day is not enough time to do a science project or activity. I've been teaching 40-45 minutes of science per day and I alternate days to teach Social Studies and Geography. 18 minutes per day is joke (sorry, I couldn't find better words).	no		curriculum
I would like to see Arizona History kept at the fourth grade level. Some of my reasons for this include, but are not limited to the following: *The materials in use for this area are well aligned with fourth graders abilities and interest.	yes		
Provide a basic background, explanation of the standards as are set forth	no		positive
The detail used to describe the information is vital, especially for new teachers.	no		vague
need more information	no		vague
The introduction section looks good and makes sense.	no		positive
I am not sure why physics is not in the standards, when the introduction indicates that there is a heavy emphasis on engineering. I am noticing that some grade levels are more in-depth than others.	no		science
I would like to know why Physics is no longer part of the 8th grade standards when engineering is a big focus for the entire grade level.	no		science
Can be read and navigated easily. Gives a good general idea as to what the reader can expect and how to navigate the rest of the article.	no		positive
It is thorough in explaining purposes of the proposed changes.	no		positive
clear, good explanation of changes and reasons for it	no		positive
The format should be different as it is confusing to read.	no		vague
For 4th grade the importance for them to be learning about the history of Arizona is imperative to their overall being of this state. Why is this being taken away? They should know about the history of their state, Native Americans, and how much this state has overcome trials and barriers to become a state.	yes		
There is too much content to be covered in the standards. Most schools have science / social studies teachers who have to balance the time given to two subject areas. I would prefer to have simpler key standards that cover only 4-5 areas.	yes		
It appears to work fine	no		positive

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The introduction makes the false assumption that Common Core has been successful in other content areas. Data is indicating that it in fact has miserable failed, in particular with at risk student populace. Examples; Bronx New York, Harlem, and Brooklyn.	no		personal opinion
A nation without a sense of its history is like an individual without a memory.... Please teach American History in every grade. History needs to stand alone. Test in 8th grade and test in high school.	yes/no		assessment
Not clear in the formation.	no		vague
The Intro makes sense but why use such higher level vocabulary?	no		personal opinion
Does this question refer to the demographic introduction. I did not see anywhere that it talked about how standards were designed on this page.	yes		clarification of indtroduction
This sentence under Inquiry Elements > All too often in social studies classrooms teachers fail to tap into this natural curiosity and lose out on the opportunity to build strong readers, writers, and thinkers.Standards are not evaluations and this statement is rude, unprofessional and generalizes a stereotype of history teachers. THIS NEEDS TO BE DELETED.	yes		rephrase in positive
Examples of lessons might be helpful to more fully understand what in particular the students are to be tested on. It is well and good that the students will be able to compare/contrast Greece and Roman forms of government, for example, but what will testing this ability look like?	no		curriculum
Here are comments on grammar & spelling errors:Page 4: In the Storyline: the apostrophes w/years are not consistent; either always use them or don't use them at allPage 9: In the chart: the font in the category titles is not consistent with the font of the information in the table; fix it so it looks professional Pages 10 & 11: In the chart: the font in the boxes is not consistent with the font of the document; fix it so it looks professional Page 11: LEA is used as an acronym, but I am not sure where in THIS document it is written out Local Education Agency BEFORE this page; it should be written out FIRST as such: Local Education Agency (LEA) before the acronym is used as a placeholderPage 12: Problems with font exists throughout document: there needs to be consistency with bulleted lists: either ALL first words are capitalized or not, either use periods to complete sentences or not	yes		
The introduction section provided describes a humanities class rather than a history class. The time periods covered are also extremely long lending to gaps or items left out due to time constraints. It would also be difficult to have a singular text or even a text set that is affordable to assist with the teaching of these wide based standards.	no		personal opinion
The Introduction was sufficient.	no		positive
They are a little more difficult to read and understand compared to the Science standards draft.	no		personal opinion
The Introduction section makes sense, just appears more broad and vague in terms of specifics for standards.	no		personal opinion
The introduction lacks focus and detail. The introduction does not outline any time period the standards will be focused on. The introduction is much to broad and vague.	no		not part of intro
The introduction lacks focus and detail. An example would be Historical and current legislation and supreme court cases. There is no time period or focus of topic. The concepts are extremely broad and vague. Also, there are topics which I would not consider historical such as the environmental issue concept.	no		not part of intro
To whom it may concern:The standards are too broad. There is no focus when it comes to a timeline of historical events. Environmental issues should be in the science standards.	no		vague
The introduction	no		vague
The introduction to the standards is extremely vague. There is not enough guidance regarding the timeline the standards will follow.	no		not part of intro

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You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how n=many days they show up at school. Professionals do not need and should not be permitted to have a union.	no		personal opinion
The introduction clearly states the purpose of the overall standards, the vertical alignment and purpose, and explains the big picture and explains key concepts.	no		positive
I think the introduction clearly articulates the purpose of the new standards and how they will benefit students in and outside of the classroom.	no		positive
Wordy, but thorough, as with the introduction to the new science standards.	no		positive
To wordy	no		vague
The introduction is very broad and difficult to bring into context of individual grade level	no		not part of intro - rationale will fix the problem
The introduction gives a good foundation for the standards	no		positive
The standards are words as vague concepts; these are not teachable in the current verbage.	no		opinion
Depending upon the audience this introduction works well. If it is solely for the use of educators this introduction is sufficient.	yes		rationale
The objectives listed in this section are generally recognized as key components of historical thinking. I was pleased to see this clear focus on analytical thought and the skills of synthesis and comparison. Indeed, one cannot be a good citizen without knowing how to evaluate their society and hold it to its highest ideals.	no		positive
Under Disciplinary Skills and Practices, I would change historical thinking to thinking like a social scientist. The other disciplines also use these skills and processes. It is a good addition to give minutes expected per week/day for this material and to explain the difference between standards and curriculum.	yes		word choice
It gives you just enough information to krrp you interested.	yes		positive
I am extremely unhappy with the standards. The BLM has a program Every 4th grader in a park and that helps when we teach about Arizona in social studies. We can highlight a lot of the national parks in our studies of the state. We also have been covering Arizona in 4th grade for many years. We have materials built up and manipulatives that enhance these standards. Totally switching the focus of our social studies is going to place a financial burden on the teachers, as well as the school districts because we have zero materials organized to teach these new proposed standards. Please go back to Arizona for 4th grade social studies.	no		curriculum
I have taught History for 26 years in AZ. Social Studies is not taught in grades k-6. An average 7th grader can correctly identify 4 of 50 states. To think that that K-6 are going to be teaching any of these standards is wrong. They teach reading and math because their pay depends on it. History should be taught on a timeline. We have WW1 and WW2 in 7th and then American Revolution and Civil War in high school? Should be the opposite. I understand the emphasis on Civics in 8th with the test, but History should be taught on a timeline. Last time we did this I taught Civil War in 7th and the Am Rev in 8th. I sent a class to high school that thought the first important war in US History was the Civil War. Most of the standards are way to vague.	yes		progression
The introduction includes descriptions of each of the skills that are represented in the draft. They also include a linear sequence of content focus which allows instructors to view the whole picture.	no		positive
I'm extremely disappointed that Arizona history is being taken away from 4th grade. We have brand new textbooks and many teaching materials, but now it has been moved to 3rd grade. Please reconsider leaving it where it is!	yes		progression
Finally, linear thinking in History/Social Studies with vertical integration. Introduction shows that these standards finally make sense on many levels!	no		positive

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I cannot find the introduction and therefore cannot comment on the introduction at this time	no		vague
There are many vague words throughout the revision that are unclear. What may be a key concept to you is different than a key concept to another. I feel this revision was done to serve a political agenda and not for the betterment of children's learning. Shame on all of you!	yes		
The introduction is set up fine, there seems to be a broad span from Prehistoric America to the 1700's where does this 'peopling' process begin? The 'peopling' process dates back as far as 13,000 years ago...	no		curriculum
The introduction is fine, but I am not happy with the changes in the Social Studies Curriculum.	no		curriculum
The section is straight forward and clear if not a little lofty for the breadth of grade levels covered.	no		positive
I understand that the curriculum is completely changing without the consent of teachers.	no		personal opinion
I think the direction these new standards are headed is wonderful!	no		positive
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes		clarify roles of stakeholders
It is good	no		positive
Sikh community is very active in AZ and for the benefit of Sikh students which may face bullying it is important to add sections to make other students aware of this culture	no		not in intro
By and large it appears straightforward and easy to understand	no		positive
The introductory quote is unnecessary. If a quote is to be used, sourcing information needs to be included.	yes		formatting
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	no		not in intro
Well written	no		positive
I'm a native of Arizona and the daughter of a kindergartner.	no		vague
I would like to see the subject of Sikhism and it's history studied by interested students.	no		not in intro
Its a little wordy	no		vague
I like the focus on skills that pertain to studying history.	no		positive
When I printed my copies, I noticed there in no page 2.	yes		
I believe the Big Ideas (pg. 6) and Content Standards (pg. 12) should be combined. There is no reason to have these duplicated in the standards. They can be listed as Big Ideas aka Content Standards and then be consolidated. Also, there is no page 2 when I printed out the standards.	yes		formatting
The intro is fine	no		positive
I suppose the introduction section was the landing page that said the standards are set by the district or charter?	yes		stakeholders
Yes the introduction provides enough information.	no		positive
Need to not let our children live in ignorance.	no		vague
Sikhism is one of the 5th largest religions in the world. It needs to be represented better in our education system.	no		not in intro
Very clear.	no		positive
Good effort to make our new generation educate more about different culture and history	no		positive
very concise	no		positive
simple and clear	no		positive
By implementing these classes there will be more awareness in the the society.	no		positive
We consider teaching kids regarding Sikhism .	no		not in intro
Please consider teaching kids about Sikhism.	no		not in intro

Intro

Sikhism is the 5th largest religion in the world. This religion was started by Guru Nanak Devji to bring equality. This religion gives equal rights to men and women. It's against caste system which was prevalent in India.	no		not in intro
Can't even find the introduction section.	no		
I want to strongly object to the proposed new standards for science education in the area of evolution. It is unconscionable to consider the teaching of 'intelligent design' as a reputable alternative to evolution. It is not science, but a religious concept with no scientific merit. It has already been struck down in other states for that reason.' This will disadvantage our students in their pursuit of higher education particularly at institutions who expect students to have a true scientific education.	no		science
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress	no		not in intro
I read the beginning but then I've heard things like that it's being pushed that evolution not be taught in favor of The big bang or that evolution be called something else to obscure that it's actual science. Seriously???? What happened to teaching actual provable science? When I went to school I learned evolution and then The Big Bang was taught as a theory that most religions believed. So we learned both, but we were taught which one was science - as in provable. Let's not dumb down our children to cater to the political extremists!!! Unacceptable!	no		science
Understanding of the introduction section is largely dependent upon a prior understanding of the C3 Framework and the principles of the Inquiry Design Model. Without this prior understanding, the understanding of phrases such as evidence based arguments and inquiry elements are likely to be misinterpreted.	yes		organization
Teach facts vs belifes. Let our churches and parents teach belifes, let our educators teach known facts proven by science.	no		curriculum
As a veteran of Vietnam, and originally from another State, I am shocked to know how little American History is taught at the High School level in Arizona. Students are graduating from High School in AZ without any real knowledge of how their government is organized or the history of the Country. It is disgraceful that many coming out of HS and do not even know how many US Senators are in the Congress. This is a Statewidev disgrace. US history being taught should be set aside as a seperate subject and at least 2 years devoted to learning about the US. We are graduating morons if they are quizzed about US history.	no		personal opinion
I JUST SPENT AN HOUR WRITING MY CONCERNS AND YOUR WEB PAGE KICKED ME OFF BEFORE I COULD SUBMITI will redo it without the quotes	no		sorry
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress	no		not in intro
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	no		not in intro
A quote from Ronald Reagan is not necessary; what purpose does it serve? It seems to be politically motivated	yes		

Organization

Question	Comment	Actionable Yes or No	Action taken	Notes
Please comment about the organization of the History and Social Science Standards.	Absolutely no organization or common thread of these standards.	yes - clarity		
	As a fourth grade teacher, I am very concerned that we are giving up the traditional focus we have always had, and that other states have, on the study of our own state. It is unclear to me why we have moved this focus to the third grade standards. I am especially alarmed given the fact that our schools are suffering horrible from lack of funds, and our 3rd and 4th grade teachers will now be expected to teach completely different content, which will require funds for training, curriculum, and materials. Why was this change made?	no		
	At a glance, it was hard to read. Where is the year at a glance for sequence & spacing?	yes		
	clearly stated	no		
	compare to other standards I thought they were very easy to understand and also to understand the purpose of each one.	no		
	confusing	yes		
	Content is fairly vague. It is a bit bothersome to know that there is room for personal opinion by the teachers. While teachers should motivate their students, they should not display their personal beliefs. Provide students with the opportunities to know the facts and discover ideas by themselves.	no		
	Easy to follow and understand the direction the school district wishes to head.	no		
	For 7th grade why are we being required to teach 400 years of history? How is that possible to do well?	no		
	History is critical for the culture of our society	no		
	I also think the chronology of the history courses from K-8 make sense. K-2 create building blocks for why learning about history is important to the student. Grades 3-7 give an overview of world history for students to apply to the modern world in 8th grade.	yes		
	I am glad that the rigid old PO's are gone.	no		
	I am not really sure what the purpose of listing the Big Ideas and Content Standards separately on pages 6 and 12. Seems like this can be consolidated and one section could be eliminated.	yes		
	i can follow them	no		
	I do not believe that the social studies standards are age or grade appropriate. Many of the concepts are too difficult for the students to understand.	no		
	I feel that these standards are too high for 3rd grade scholars developmental level.	no		
	I feel the organization is not clear and it makes it hard to understand. Maybe it's the font used.	yes		
	I like how it's broken down into four areas along with inquiry.	no		
	I like how the standards are broken down by story line/inquiry followed by the standards. This provides a great umbrella followed by more specific standards underneath. This gives teachers a little more freedom to dive into the content versus skimming the top as we have done in the past.	no		
	I like how they are laid out by concept then broken down by objectives. It makes it easy to read and easy to see the sequence of the standards	no		
	I like that each grade level is organized in similar fashion and that they are concise.	no		
	I like that it implies and accounts for teacher knowledge of content I like the conceptualized format	no		
	I like the general structure using grade level, big idea, and specific standards. I also like how the standards are separated by grade level and subject area in the presentation. However, the standards should all be written in active language making it easier on teachers to design lesson objectives around them.	no		

Organization

I prefer the way the current standards are broken down into time periods and have a specific topic list for the unit .	yes		
I prefer this organization over the previous chart.	no		
I think having the skills standard separate from the content standards can become a little confusing	yes		
I think if someone reads the instructions, the standards are easy to follow.	no		
I think it would be a lot easier to read in a chart or table, perhaps a table for each band/topic (economics, geography, etc.). It would also be extremely helpful to teachers (possibly as an index) to add a chart/table that has the standards for each grade, with each section/Big Idea side by side. It's important for us (teachers) to be able to see what foundation they should have on a concept from previous years and for us to know how in depth we need to go (Is this coming up again or am I it ?).-I also don't like the coding system because more than 1 code can match more than 1 standards/skill. For example, 2.G1.1 is listed as Use and construct maps, graphs..... with 2 sub category bullet points (that I can't reference because they aren't coded at all), but 2.G1.1 is ALSO Use maps, globes, and other simple geographic models to identify.... . That makes it very confusing to know which standard you're talking about.	yes		
I think perhaps there is a little too much rigor. We need to go DEEP, not wide. Many of the 6th graders that come to me do not even know the 50 states, continents or oceans, and you expect them to explain the difference between traditional, command, mixed and free-market economics???	no		
I think the educators who drafted these presented them clearly.	no		
I think the organization is fine, it was relatively easy for me to find the standards that are relevant to my work.	no		
I think there should be more specifics when it comes to the content being taught I understand allowing teachers freedom when tailoring instruction to their classrooms. However if the goal is effective instruction across the board there needs to be more specifics.	no		
I wish that the standards were presented horizontally so that you can see how a Big Idea progresses from kindergarten to high school by discipline area. It would make it easier to see the articulation from grade to grade.	yes		
I would like to see the thought process behind the linear teaching of history. It seems to still bounce around like it did before.Eighth grade and seventh still seem to be backwards and kids can't follow history this way	no		
Identifies the topics clearly, but the timeline needs to be broken down in equal parts so that 400+ years of content isn't left for one grade level to tackle.	yes - create timeline		

Organization

<p>I'm not so concerned about the organization of the standards as I am concerned about how vague all the standards are presented. The standards are very skills based, which is good, but there is hardly any direction on which topics, themes, or content should be taught. I'm also concerned with how little American History is actually taught. According to these standards, students won't even be exposed to actual American History until 5th grade, and the 5th grade standards don't even cover the second half of American history. So, apparently, American students won't learn how American started and the principles and ideals it was founded on until they've been in the school system for 5 years. Then, I don't see any American history from 6th through 8th grade. If anything, there should be a stronger emphasis on American history. Here is a perfect example as to how American history is glossed over in the 7th grade standards. Under the the second bullet point of suggested areas of study is mentions the theme of Revolutions and then it lists examples of revolutions such as the French Revolution, Russian Revolution, Cultural Revolution in China, and Latin American Revolutions, but no where does it mention the most successful Revolution in the history of the world, which is the American Revolution. All of the other revolutions were massive failures and the revolutionaries were unprincipled, undisciplined leaders who committed extreme human rights violations. In sum, these standards need to include more mention of American history. Americans need history and historical stories and experiences that bind us together, so all Americans can feel a part of one great unfolding narrative. I do appreciate the focus on skills, but teachers should teach those skills in the context of specific events, people, and movements, and students should be exposed to ideas and rights contained in the U.S. Constitution at every grade level from Kindergarten through 12th grade.</p>	no		
<p>It has descriptors which are nice, but the standards themselves are hard to identify based on content area. For example, I teacher American Government and Civics at the high school level and once I got to pages 46 and 47 it gives me considerations. It would be nice to see how the standards on pages 48 and 49 fit into those considerations. This would help facilitate teaching and focus.</p>	yes		
<p>It is easy to follow and know what I need to teach my students.</p>	no		
<p>It is simple to follow as it is broken into the 4 areas.</p>	no		
<p>It seems well organized overall.</p>	no		
<p>It's about time that facts have been stripped out of the standards. Considering that History and Social Studies relied too much on textbook and coverage of 108 standards (average for the HS Subjects), the new standards fit onto one page and provide a breath of fresh air. As districts go to map these out, it is my hope that they thoughtfully incorporate Informational Text standards into the way these are developed.</p>	no		
<p>I've already commented on this - see my last comment.</p>	no		
<p>looks good</p>	no		
<p>makes sense</p>	no		
<p>makes sense</p>	no		
<p>Maybe bold and italicize each Grade Level so it's easier to find.</p>	yes		
<p>More thematic than chronological in 7th and 8th grade,</p>	no		
<p>no comment</p>	no		
<p>Not easy to read in quick reference.</p>	yes		
<p>Not how 4th should be taught</p>	no		
<p>Not in chronological order and bullet points should be labeled for easy reference.</p>	yes		
<p>Not only are the standards convoluted, but the suggested resources are academically far too advanced for those students coming from middle schools. We are currently receiving students who have been exposed to common core for (6) years. There's been a marked loss of skills and basic ability to process given information.</p>	no		

Organization

Page 5 contains a thorough overview of the Big Ideas by grade-level and bands to tell the story of a student's educational journey in social studies in Arizona.	no		
Please consider teaching kids about Sikhism	no		
Please consider teaching kids about Sikhism	no		
Please organize by chronological order	yes		
Please organize by chronological order.	yes		
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	no		
Remove the content and focus on the skills.	no		
See above comments	no		
see previous comment	no		
Shows level, standards, estimated teaching time	yes		
Simple and straightforward.	no		
Skills are being included in standards.	no		
Some items really do not apply to events in a historical context	no		
Standards need to be shortened and simplified.	no		
Standards need to be shortened and simplified. They also need to be more clear in the order in which these ideas should be taught. There is little chronological order for students to understand the time that these events happened and be able to connect these ideas together. Students struggle with chronological events as it is so these standards need to be more clear and structured.	yes		
Straight Forward	no		
Structure is well organized and easy to follow.	no		
Structure is well organized and easy to follow.	no		
Students are not well equipped with world knowledge. The reason of kids not knowing who is who and which part of world they have come to USA. Lack of knowledge and education is the reason of this disparities.	no		
Summaries and such are rather general but purposefully so.	no		
Tables on Page 6 and 12 are repetitive - are both necessary?	yes		
Teachers are busy and if students are not TESTED on the subject and if the subject is buried within social studies sometimes it gets lost. American history needs to be taught as its own discipline.	no		
The 8th grade standards show no cohesion; there's no context when some of the standards in which students need background knowledge from 2 to 3 grade level years prior. There's no way a 5th grade student is going to recall the deeper level Constitutional information (Marbury v. Madison, failures of the Articles of Confederation, etc.) when it comes three years later in 8th grade.	no		
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	no		
The Arizona standards should stay in 4th grade because it then leads to American history in 5th grade. 4th-Arizona and 5th-US history is organized better from a timeline stand point which is easier for the students to understand.	no		
The back story needs to be a little more standard specific, before it was listed as a strand now its not. Its just background like a story.	yes		
The bullet points are very helpful to understand and explain what the standard is implying. Keeping them will help reader understand the direction intended.	no		
The concepts are not specific and therefore subject to interpretation.	no		

Organization

The continuity of the standards doesn't make sense. The 7th grade standards are too broad and do not provide enough background information on the particular content required for students to readily access the global contemporary standards. It makes more sense to have the proposed 7th grade standards switch with a grade in high school to allow students to access that type of higher level thinking.	no	
The continuum throughout the grade levels is age-appropriate and makes clear sense.	no	
The current way the information is organized on the page is overwhelming. Maybe break it into a chart, similar to the drafted science standards that would include the actual standard in the left column and the bullet-ed key concepts in the right. Visually, this might create a less overwhelming view of the content.	yes	
The difference between what the standards want and how they will be tested on these standards could be a wide gulf; they are vague enough with enough leeway for teachers that different methods (historical/chronological method vs strand method) could yield vastly different student outcomes. What will they be tested on?	no	
The different categories of things in the document are confusing. For example, some grades have history content in numbered standards, while other do not (e.g., high school). This will likely cause confusion for districts and teachers. Assigning numbers to some things and not others signals a hierarchy of importance that may not be intended.	yes	
The document would be easier to read and understand if the Course Considerations and the Standards for each discipline were listed together. i.e. Course Considerations for Civics immediately followed by Civics standards; Economics Course Considerations immediately followed by Economic standards.	yes	
The draft is appropriate for the age/grade level. The topics give the teacher the opportunity to provide the depth and rigor in the classroom.	no	
The explanation of each standard gives the educator the depth that should be covered. There may need to be more resources available for the educator to use for teaching new concepts like The Columbian Exchange, Encomienda system, and the triangular trade for fourth grade teachers.	no	
The flow from grade levels was very concise and easy to follow.	no	
The format for the science standard is more pleasing easier to follow and read so I would suggest the use of a table form and color-coding for the big ideas.	yes	
The format of the document is clear and organized, but it uses jargon the excludes people outside of education.	no	
The format would be easier to read if it was larger font size and in a table like the old standards.	yes	
The headings in the standards section need to be more clear and concise.	yes	
The High School section should be slightly reorganized. The course considerations should be near the DSP standards. I understand that some of the DSP standards can be taught in multiple contents; however, the organization as it is seems confusing because you're flipping back and forth trying to read two areas at the same time.	yes	
The inquiry elements for each grade level are phrased as standards, but they are not identified as standards. I would suggest either identifying them as standards with the coding or including a reason for why they have not been identified as standards in the introduction. At the beginning of each grade level, there is a list of topics that follow the theme of that particular grade level. The language before the list of topics varies. Therefore, it is hard to determine if that list is a suggestion for some grade levels but an expectation for others. I would recommend that the wording either is consistent (either required content or suggested content) or clear if it really does vary by grade level. When I have discussed the draft with other teachers, they often focus on the content list, rather than the actual standards themselves. I'm not sure if it could help by moving the list or commenting the introduction to the grade level themes.	yes	

Organization

The introduction also includes descriptors, inquiry elements, big ideas and details explaining how the standards are to be read. Each component of the standard is well explained in the introduction making the organization of the standards easy to follow.	no	
The layout seems simple enough to understand.	no	
The old standards were in a chart format so that you could see all strands (geography, civics, history, etc) side by side. I think that was easier to read. I also think the standards could be more detailed and are currently a bit vague.	yes	
The organization flows in a linear order and allows for greater depth of topics and units.	no	
The organization is awful. US history should be focused on in the middle grades. As it stands here, you have them going without US history from fifth grade to eleventh, other than the eighth grade trying to make students understand complex Constitutional issues with two years of global studies between their study of the American Revolution and early republic years in fifth grade.	no	
The organization is great. Flows perfectly, and is understandable.	no	
The organization is somewhat confusing because there are some key concepts included, but they seem hidden in the other bullet points.	yes	
The organization of each standard is not clear in the paragraph form. There are lots of subtopics that get muddled together. It would more clear and easy to read in a bulleted format with subtopics. Is there a vertical articulation that could be presented.	yes	
The organization of the material is fine	no	
The organization of the standards into disciplinary skills and process, geography, economics, civics, and history are easy to follow. However, Social Sciences is NOT the appropriate label for these standards and should be changed to History and Social Studies. The term Social Sciences refers to disciplines outside of the scope of the standards (Examples: Anthropology, Sociology, Psychology, Criminal Justice, etc.).	yes	
The organization of the Standards is relatively easy to follow. That being said, it is still riddled with spelling, grammatical, and punctuation errors that is distracting. I have asked myself who wrote this more than once. Again, this does not breed trust in the people who are organizing the information that I am teaching and my children are learning. As an educator and a parent, this does not make me happy. From a purely organizational point as well, there should be more bold or highlighted key concepts or visuals. I can read this easily because I do this for a living, but a parent or student would want more points to stand out. They want to skim, not close read.	yes	
The outline of the standards were well-organized and easy to read and understand.	no	
The proposed standards are well organized and give an uncomplicated view of what should be covered in each grade.	no	
The sections are too broad. A bit overwhelming.	no	
The setup is very similar to the standards in the past so it is easy to follow. They progress through grade-level and then through the big ideas. However, the disciplinary skills and processes don't seem to fit. They are written as a separate standard, when in fact they are skills needed to fully understand the other content standards.	yes	
The seventh grade level of standards and content is too broad. it doesn't flow well within the context of how students learn. The students need to have U.S. History exclusively so they have a frame of reference for the topics that are in the updated standards.	no	
The standards are clearly organized. The suggestions for key concepts and connections to other content area standards is very helpful. However, page 6 and 12 are redundant.	yes	

Organization

The standards are missing any sort of numbering system. The previous version was broken into strands, concepts, and performance objectives. Even simply numbering them 1-whatever would be better than nothing.	yes	
The standards are overly broad and vague; lacks clarity of what is really to be taught a new teacher would struggle understanding what to do when presented with these	no	
The standards are too broad and do not allow for alignment across the districts. What if I am teaching something that is completely different than another school? We have a very transient population in Arizona and students moving from school to school need to have some kind of cohesive, structured experience.	no	
The standards are very vague. The standards are very difficult to read.	no	
The standards look organized but I see some very serious omissions.	no	
The standards may feel daunting when considered as a whole, however, when you break them out the individual grade levels, i.e. 3rd Grade, High School, they are accessible and easy to follow.	no	
The standards seem to very unorganized for 4th grade. Previous standards made sense and were organized. These are very confusing. For example, the main focus is Regions and Cultures of the Americas but there is a standard for African life before the 16th Century . Also there are no standards relating the five regions of the U.S. even though that is the main title.	yes	
The Storyline/Content is nice....	no	
The wordings confusing ambiguous .	no	
There is no organization to the standards. There are too many standards with no focus.	no	
There is no timeline of these events. What time period or periods are our focus?	yes	
There is nothing in there that I read about learning early US History- Only who the first president was and our nation's birthday I believe that every child should learn the constitution and early history of this great country and how it came to be. We need to tell the true stories of how it was found and created.	no	
There needs to be a more centralized beginning and ending... the breadth seems too broad.	no	
There needs to be better organization.	no	
There needs to be greater space given to Civics standards and Econ standards - keeps flipping back and forth rather than commenting JUST Civics, then JUST Econ. Those should be very different, distinct sections.	yes	
There no organization to the 8th grade standards. There is no timeline of events.	yes	
These should be placed in a chronological order rather than grouped by subject so to be easier to understand.	yes	
They appear to be organized, however, not sure on how easy to read they are. I feel more comfortable if I work them for at least a year in order to provide more effective feedback. As with anything, we need to work with a while them modify and adjust as necessary	no	
They are clunky to read	no	
They are difficult to understand immediately. You must read it several times to understand what is intended to be taught.	no	
They are easily identifiable and organized well. As a teacher I am able to understand what concepts I need to focus with my curriculum. It is great that no matter what grade level is being taught there are 21 big ideas consistently placed in each grade level.	no	

Organization

They are easy to read, but, and I am not sure if this is what you meant by organized, the standards for third grade are beyond what third graders can understand about history. Truly, read those standards and then try to chat with an 8/9 year old about the AZ Constitution or the 22 Native American tribes located in AZ. I don't know why you are trying to move state history down to third grade when it is beyond them in sophistication and in most states state history is 4th grade. So students moving into or out of AZ will be poorly equipped for history/social studies if they do so anytime during or after 2nd grade.	no	
They are much easier to follow than the previous ones.	no	
they are organized and easy to read but I don't like them	no	
They are organized based on grade level or course (for high school). For high school, which I reach, it has an intro paragraph and then bullet points out what ideas should be taught.	no	
They are organized in a way to easily locate grade level standards and easy to recognize the vertical continuity.	no	
They are well organized.	no	
They look organized an appear to be in chronological order.	no	
This draft is much less cumbersome, simplified and open-ended.	no	
This is a more logical and and easy to follow organization than before.	no	
This is the one area I am most pleased with as you do not need to seek out assistance or spend large amounts of time translating into layman's terms. It is very well organized.	no	
This is well organized but I feel as though you are trying to hard to change something that doesn't really need to be changed that much.	no	
This organization is more logical and an improvement compared to current standards.	no	
This standards draft should be adopted. I look forward to seeing the positive impact that these improved standards have on students of all backgrounds in Arizona	no	
This took a little time to read through and I'm still not sure on the specifics I'm supposed to teach. The scope says 1600- present. This is too much information to go over in one year. This does not allow for quality instruction.	no	
Topics and storylines follow in a chronological order, lending one grade level's learning objectives to the next. Common themes of inquiry are present within each grade level's objectives. Overall, the information provided allows for a greater depth of knowledge on resources used to create the standards, cross subject collaboration, and the proposed time frames in which to teach Social Studies within the classroom.	no	
Very wordy, vague, doesn't get 'to the point'	no	
We think the articulation of the story line is important for the teachers to understand the context and expectations of the standard at that grade level. We would like to see the standards laid out in grade-level bands. In addition, We would like more guidance with the Inquiry Elements very much like the Mathematical Practices that are used in the math standards.	yes	
We went from really specific standards of the past to standards that are now to board.	no	
Well done easy to follow	no	
With the exception of some redundancy in certain sections, I find these standards much easier to follow.	no	
Yes, the standards are organized but I worry that I will not be given a book or supplies to teach the new content. Much of the standards have changed for 4th grade and I have not heard that these changes will be backed up with teaching tools. How can such a major shift be made without materials?	no	

Organization

You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how many days they show up at school. Professionals do not need and should not be permitted to have a union.	no	
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Breadth

Question	Comment	Actionable Yes or No	Action taken	Notes
Please comment about the breadth of content of the History and Social Science Standards.	4th grade is very vague	no		vague
	7th grade has much to large of a time span.	no		curriculum
	7th grade is extremely expanded, likely too much. 8th grade appears too light. Appears that 8th grade could be completed in as little as a semester.	yes		progression/balance
	A wide range of content that is age appropriate and attainable.	no		positive
	Again the topics are too broad. Especially for 7th and 8th grade. There is no basis for the students when it comes to global studies if students don't understand how the U.S. came to be an imperialistic country and came to be involved to the extent it is. Given that the standards for 5th grade are the only ones that have U.S. standards for pure American history these standards are impossible to teach. The fifth grade mind is not capable of the depth of study that would be required to lay the groundwork for the breadth of content you are requiring in 7th grade.	no		
	As an educator and a parent I do not want my children to be taught about this content. It is not schools place.	no		
	As standards they are sufficient in breadth.	no		positive
	breadth of content is limited because of its single focus	no		vague
	Breadth of content would be content-specific--teaching geography, history, etc instead of the a few strands of deep learning standards. The focus on what has become deep learning style teaching in these standards is actually limiting in its scope.	no		vague
	Breaks it down with civics, economics, geography and history which makes it easy to read content	no		positive
	broad based	no		vague
	Completely removing thousands of years of ancient history not only undermines the importance of history in general, it does a disservice to students and will make explaining things that happened after the 15th century more difficult to explain and analyze because they won't have enough information about previous civilizations and events.	yes		
	Distinction between Micro and Macro Economics. Would like to see market structures and business organizations mentioned. Finally, marginal analysis should also be considered for inclusion.	yes		clarify
	Far too wide and not developmentally appropriate for 4th grade	no		vague
	For 8th grade there is only Civics and Economics in the standards and ONE Geography component. This is shamefully inadequate. What am I suppose to teach for the remainder of the year. What HISTORY am I responsible for? VERY AMBIGUOUS!!!	yes		grade band grid
	From year to year, the content breadth is appropriate.	no		positive
	Geography has two realms: the human world and the physical world. Therefore, it should be noted in the Social Sciences Standard that geography has overlaps with the science standards for the same grade level. This is especially important for K-6 teachers who are expected to teach both science and social sciences. It seems as if the Science Standard and the Social Science standard were created separately without much thought into making them more interconnected. The geography in the Social Sciences Standard could correlate better with the Science Standard.	yes		rationale
	good	no		positive
	good	no		positive
	Good quality content- well rounded.	no		positive
	How can a grade ex: 7th grade cover 1600s to Present with fidelity and rigor?	no		

Breadth

I am commenting specific to Economics because that is my area of expertise. I think the High School standards cover enough breadth, but what is leading up to them do not. Students can learn and understand much more content in economics at early ages (plenty of research to back this up!) then these standards would imply. Please see the 2nd edition of the Voluntary National Content Standards.	yes		progression/vertical alignment
I am pleased to see a comparative approach that includes world history. I also like that you present topics structurally, that is you get the students to think about how economics, ideas, political and social organization act together to create change over time. I like that you include tribal leaders in your list of people to interact with or study in the later grades, and that you recognize the 22 Indian nations in AZ.	no		positive
I am providing a well detailed markup for you. But the standards miss two overarching aspects.....worldview studies and development of social order with all the sovereign spheres of a society. By ignoring these the students are unable to identify the pathologies destroying our nation.	yes		rationale
I am very concerned about these proposed standards. I do not at all like how vague they are. I would like key concepts and skills identified so I know exactly what to teach my students. The second grade standards do not comment which civilizations I should cover, just to cover what we read about in ELA. What about schools that don't have access to diverse literature? I want to make sure I am giving my students the best, most well-rounded education I can give. I don't think it is too hard to give examples of exactly what civilizations and cultures they should know about when they leave second grade.	yes		stakeholders/curriculum
I believe these standards are attainable especially if taught alongside the ELA and science standards.	no		positive
I disagree about the plan to only cover the 2nd half of world history in high school. I agree that it makes sense to consider splitting world history in half since it does have so much content, but in that case I'd recommend teaching the first 1/2 as a Freshman course and the second 1/2 as a sophomore course; geography could be moved to middle school. Otherwise the students will have trouble remembering what happened before, and the whole point of world history is for students to understand how one period or event causes the next. You wouldn't have the Age of Exploration if there hadn't been increased trade between Europe and Asia which only occurred because of contact in the Crusades, etc. Besides, by starting with the Age of Exploration, it's going to send the message to the students that all the history that happened before the start of America is not as important - we'd just be perpetuating the stereotype that Americans are self-absorbed and ignorant of the rest of the world.	yes		grid grade band
I do agree that the breadth of content is good, but I do not like that they are trying to incorporate all areas of social studies under one specific topic. I think the content needs to be spread out among the grade levels rather than having each grade level focus on only one specific thing.	no		vague
I do not feel that 4th graders are ready to learn about the history of slavery.	no		
I do not feel that any real history content is available in the 7th and 8th grade standards	no		
I do not think any change should occur in the social studies standards for grades K-5. While I agree that more history is happening, I believe that some of the ideas are not appropriate for these grades. There is also no material for these grade levels and subject matter.	no		
I don't believe third graders should be exposed to the politics portion. They are still too young to understand and make preconceived notions about the political climate.	no		personal opinion
I don't know...it is very difficult to understand these standards.	no		intro issue?

Breadth

I don't like how the content is listed as Key concepts include but are not limited to since include indicates that this is required. I thought that the LEAs determined content but this draft seems to prescribe content. The big concepts are fine but the green underneath seems too specific.			
I feel like a lot of the standards for 1st and 2nd grade are way too broad and general and should be more specific about events or topics.			
I feel starting World History at the 1500's does a disservice to our students and their ability to fully connect with the development of modern society. Many concepts we interact with daily were started or born out of the pre 1500's world and the students need to know this.			
I feel that these standards are to high for 3rd grade scholars developmental level. I believe they should extend 2nd grade for two years or adjust them .			
I find it troubling that so little attention is paid to traditional African cultures. Yes, we comment slavery as it relates to Imperialism/Colonialism. But what about an exploration of the significant cultures and methods of governance that were destroyed because of Imperialism/Colonialism within Africa? It seems to me we should be discussing African cultures early-on, and explicitly.			
I like that the focus in on Arizona, but the number of standards is overwhelming to fit into a school year.			
I like that the new standards have only History as compared to the old ones where they list American and World History. The veteran teachers may like that the new standards do not list POs but the new teachers may need those to help them reach the standards. The new standards do not seem so intimidating and overwhelming. It feels like an educator can possibly meet all the standards in their specific grade level. 4th grade is a good grade to introduce prehistoric Americas so that there can be more depth in this particular subject.			
I like the integration of social science with history.			
I like the wording that allows for some flexibility, such as ...not limited to , which allows for flexibility in how much is able to be taught.			
I only looked at the Economics standards.			
I really like the flexibility that these standards will give to teachers.			
I think it needs to include the introduction of the constitution and how specifically how the country was found and created			
I think that for the 7th and 8th grade standards there is an inadequate amount of time devoted to critically analyzing the context of revolutions and other comparative events happening globally.			
I think the proposed standards include too much breadth. Concepts to be covered in 7/8 grade Social Studies are FAR too broad. I see teachers teaching breadth, not depth because there is so much to cover.			
I thought the standards covered a very wide range of topics and not repeating the same topic over and over			
I would add issues of public health to the high school World History standards. Also put in something about the emergence of alternative (non-Western) ideas of human rights. For example, the Ottoman Empire generally had better treatment of ethnic and religious minorities in an era when the West lagged in this regard (one example: Jews expelled from Spain and anti-Semitism in Europe compared to the Ottoman acceptance of Jews).			
I'm not sure there is enough time for students to process what they are learning in the detail that is expected.			
In high school economics I would add microeconomics topics relating to market structures and business organizations.			
In high school, US & World History continue to overlap WWI & WWII, yet they remove Classic Civilizations and Middle Ages from Workd History. This makes no sense.			

Breadth

In order to ensure that the breadth of Scientific Revolution and the enlightenment is taught, add in the phrase <u>global citizenship</u> on the concepts of rights.			
It is clear that each content area is an overarching umbrella and the 5 content areas cover a broad span of knowledge			
It is too much content for 8th grade to cover in a year.			
It is too much for the younger grades. There are a majority of adults who would be unable to answer questions on those third and fourth grade standards and who would not be able to make the connections you are expecting an 8 year old to understand.			
It is unfortunate that some of the things we currently teach are not included. I would like to keep Revolutionary War, Westward Movement, Pony Express, etc.			
It seems like a lot of content covering Europe, Africa, Americas and Colonization.			
It's difficult to pack in K-12 all the information needed to receive a well rounded view of history. So kudos to those who put in the work required to compile a document like this. Good things I notice: There is a clear attempt to cover as many of the bases as possible, including controversial topics. Not so great things I notice: Global studies seems crammed, for the most part, when there is such a font of necessary information in world history that helps one better understand one's place in the world. There is a total lack of mention of the Mongolian/Hun invasions or their culture, which were significant. There is also a complete lack of coverage of the barbary/Islamic slave trade. The impact of Islamic slave traders is an important part of history that is often forgotten and becomes a surprise to those who learn of it in adulthood.			
It's really hard to judge the breadth of content when each standard is written so vaguely. I really can't see many specific subject areas, topics, events, people, or specific ideas outlined in the standards.			
Looking at the grades overall, I feel it is a solid sequence and breadth of content.			
Middle School--7th grade, too much content			
Missing: Mesopotamia/Ancient Egypt/Greece/Rome			
Most of the content covers the concept of The World Around Me . I do have some concerns about the developmental level of second grade students and the concepts relating to historical societies. These students struggle with elapsed time and they struggle understanding ancient China (a current topic) and Martin Luther King Jr. They see these both as MANY years ago and do not really see how these civilizations are from different points of time. They would gain more understanding about their world by learning more about the world today.			
Much better			
Much is inappropriate for grade levels.			
My review of the standards reveal a narrowing of the scope of historical events, and an obvious effort in reducing if not eliminating opposing perceptions and counter views with the end result being a closed mind, and presentation of materials that strong support a one sided version of historical events and cause/effect.			
N/A			
N/A			
N/A			
No American History.			
no comment			
Not liking how the 20th century and beyond in American History is ignored in the middle grades - seems like a return to the old way middle school was organized.			
Overall breadth is fine, but the idea that classic world history is only every covered in 6th grade and never covered again is concerning.			
Overall breadth is fine, but the idea that classic world history is only every covered in 6th grade and never covered again is concerning.			

Breadth

Overall the breadth of content is enough for our local districts to be consistent with one another, while also meeting their specific student needs, and culture. These are great baseline foundations on which to develop curriculum.			
Please consider teaching kids about Sikhism			
Please consider teaching kids about Sikhism			
Please make sure the storyline for each grade is specific enough to avoid repetition year to year. If first grade needs to focus on local/US communities, then it should be stated very clearly in the storyline's explanation.			
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.			
See above comments			
See comments above			
see my last comment			
Should include broader cultural depth			
Skills should be identified NOT content.			
Social studies is such a broad content area in general, but this seems to capture important elements very nicely.			
Some concepts are not age appropriate for 4th grade. For example the slave trade, Encomienda system. It seems they wanted to divide the standards by date with the 5th grade standards instead of actually thinking about if these standards are age appropriate for 4th graders.			
Some grade levels are too specific (8th grade) and other grade levels are too broad and way too much to cover (7th Grade)			
Storyline and key concepts are helpful in understanding the intent of the standard.			
Storyline and key concepts are helpful in understanding the intent of the standard.			
Students are going to be held to a higher standard of knowledge that builds as they progress through the grade levels. They will have the opportunity to explore and interact with history with less standards and more emphasis on primary documents.			
students are not developmentally ready to handle the physics portion of the curriculum, its was to vague, not meat and potatoes.			
The 7th and 8th grade standards have TOO much of a breadth of content. The 7th grade standards cover a time period that is too broad to adequately teach to middle school students. High school classes are better able to deal with the compacted curriculum necessary for a survey course with such wide parameters.			
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards			
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.			
The amount for 7th grade to cover in DEPTH is too much. WWI, WWII, Cold War, Vietnam...to cover them all well cannot be done in one school year, especially with 7th graders. Also, why isn't 6th grade teaching Amer. Rev.? It would make sense for 6th grade to teach Amer. Rev. then 7th grade to revisit it as well as the constitution then work on from there.			
The amount of content is overwhelming. There are standards that do not belong in an 8th grade history class. Many of these standards belong in a high school course.			
The breadth is too broad, there seems to be a broad span from Prehistoric America to the 1700's where does this 'peopling' process begin? The 'peopling' process dates back as far as 13,000 years ago...			

Breadth

The breadth of content and skills, especially in grades 3-8, will help students exponentially in high school.			
The breadth of content for each grade seems way too wide.			
The breadth of content is alright but I prefer the old standards. I am concerned that the course is supposed to now start in the 15th century. While there is a lot of history that can be taught after this time, there are other important eras that I feel should be taught in a World History class like the Greeks and Romans and the Renaissance because these eras has helped shape our world today.			
The breadth of content is much too focused, and too deep for adequate coverage of each topic within. We are not allotted the 40 minutes per day for focused Social Studies instruction when we teach math for 90 minutes, ELA for 60-90 minutes, computer science for 30-60 minutes each day....then to add 40 minutes of independent science and 40 minutes of independent social studies on top of that in the elementary classroom is too much. I often teach through Problem Based Learning units to integrate subjects, but the 2018 social studies standards draft is too complex and has topics that are not developmentally appropriate for my grade level.			
The breadth of content is sufficient for Civics because it allows for flexibility. It allows educators to focus on depth and rigor and exposes students to all the core concepts.			
The breadth of content is there, but I am concerned at how the content is broken up by grade. Students look at Arizona history in 3rd grade and then don't talk about it again until 11th grade. Another example is students look at Global Studies through the 1500s in 6th grade and then contemporary Global Studies 1600s to present in 7th grade, but don't talk about it again until 10th grade- even then, it is suggested sophomores start at the 15th century (what about the things before then that students have not studied since 6th grade?			
the breadth of content is too great; who can teach the 1600s to the present sufficiently in the course of a school year? the 8th grade standards are equally too encompassing			
The breadth of content is too vast for world history.			
The breadth of content of the History and Social Science Standards is not grade appropriate. K-3 is focusing on foundational skills such as vocabulary, phonics, phonemic awareness, fluency/accuracy and comprehension. Asking K-3 students to read for understanding of content is not developmentally appropriate.			
The breadth of content of the History and Social Science Standards is not grade appropriate. K-3 students need spend their time building foundational skills such as phonics,phonemic awareness, vocabulary,fluency/accuracy, and comprehension Asking K-3 to for understanding of content is not developmentally possible.			
The breadth of content of the history and social science standards is not grade appropriate. K-3 students need to spend their time on focusing on foundation skills such as fluency/accuracy, phonics, vocabulary, and comprehension. Asking K-3 students to read for understanding of content is not developmentally appropriate.			
The breadth of the content is very wide and seems to cover a lot of content. Seasonedteachers will be able to apply the majority of the standards in conjunction with teaching ELA (for example combining social studies units as reading stories for ELA skills). New teachers will have no idea how to do this however.			
The breadth of the social science standards is sufficient because the different topics of World History, U.S. History, Civics, Economics, and Geography are all commented throughout the various levels of the standards. Each topic is commented multiple times throughout the course considerations and requirements. Additionally, they allow teachers flexibility to choose illustrative examples of different topics.			

Breadth

The content in the standards have an appropriate progression from kinder through high school.			
The content is all over the place with little or no continuity. These concepts would be better served in an advanced high school class or even in college.			
The content is all over the place with little to no continuity. These standards are more like a college course!			
The cover x skills with x content leaves the ability to manipulate the standards in a way that will focus on the historical skills. However, I do worry that more guidance in what content focus should occur where might be a necessity, as certain fields of study might do better in various locations.			
The grade-level story lines and the adjustments made to the high schools standards allow for a better flow of content from grade-level to grade-level. In addition, the adjustments made to 6th, 7th, and World History will allow high school teachers to discuss topics in greater detail, with the string articulation among the content at each grade-level.			
The High School material would be more helpful to separate US and World History			
The High School World History Standard recommends ...that the course begin with the 15th century... this recommendation seems to eliminate the Ancient Civilizations and their impact on contemporary World History.			
The inclusion of civic engagement and service-learning is an improvement and will help students to understand their role as an active citizen post-graduation.			
The key concepts added by ADE have narrowed the Depth and Breadth and should be removed from all standards.			
The lack of American history content in middle school is concerning. 8th grades are expected to pass the citizenship test but how can they do this without getting a strong understanding of the content?			
The more kids learn about different kinds of history the better they will be off. I took AP World History in 8th grade and standard world history in 6th grade. In both of those the primary focus in Europe with a little bit about China, India, and the Americas. After learning about ancient China and India, the only time a student will learn about them again is when their actions affect Europe. History, even world history is based off of Europe rather than other nations.			
The old standards were much more cohesive. While I like the concept of The Big Idea, I fear that teachers will get hung up on only those ideas that they want to teach; hence, the students will not get as complete a picture of US History as they did with the old standards.			
The purpose of civics is to teach students how to be engaged citizens and to know and exercise their rights and responsibilities as citizens of the United States and Arizona. The new civics standards emphasize the importance of engaged citizenship in local, state, and national government. They allow for an in-depth examination of our federal republic. The disciplinary skills standards will help students become critical thinkers and become seekers of knowledge rather than receivers of knowledge. The new civics standards give teachers and students the opportunity to examine the foundational principles of the United States, the evolution of American government and the rights of citizens, and the role that our students need to play as citizens that will be running the country in the future.			
The standards appear to be developed by bureaucrats, rather than historians.			
The standards cover a wide range of topics and include civics and geography standards that compliment the knowledge standards			
The standards set the minimum level of content.			
The standards that are being presented are sufficient for the age group that they are written for. Content and rigor for kindergarten is found within the standards.			

Breadth

The standards that are dealt with in the elementary level are too deep for students to truly comprehend.			
The time span for 7th grade with the broad skills required is far too broad considering students will not have covered some of the revolutions and concepts suggested to teach those standards. Most students will not get enough American History content in 5th grade to allow that to be skipped in 7th grade.			
The World History Course Considerations for high school need to be revised. As a World History teacher for the last 12 years, I think it's imperative to have some of the events and developments that occurred in the Middle Ages included in order to explain why and how the revolutions (Scientific Revolution, Renaissance, Age of Explorations, Reformation, and Enlightenment) took place. A fair compromise could be starting the class at the year 500 or 1000 instead of 1500. If we can start even earlier, I think it is important to cover Ancient Greece and Rome. However, if these three topics are incorporated back into the standards, then other topics will need to be eliminated in order to work on rigor, concepts, depth, and the ideas outlined in the DSP. If we are permitted to start with Ancient Greece and Rome, then we would need to cut other areas such as National Modernization and some of the topics in Contemporary Global Issues .			
The World History standards are WAY too confined/cherry picked. You cannot expect us to realistically cover concepts like Judaism and Christianity while literally ignoring the Roman Empire entirely.			
The World Standards need to start at the Renaissance to lead into the era of discovery.			
There are 47 standards for 7th grade. That is incredibly broad and will be challenging to get through.			
There are some unnecessary details that can be left out, but for the most part it covers a broad span of knowledge.			
There are too many standards that do not belong in 8th grade History. Issues concerning the environment should belong to Science. The content would be more suitable for a high school course. The standards are above many of 8th grade student abilities.			
There breadth is too wide. There are too many concepts and this will make it difficult to find time for depth of knowledge within each content.			
There certainly is a lot of content embedded			
There is a great deal of content covered in the 2nd grade standards however the title for 2nd grade is The World AROUND Me and many of the topics are extremely difficult for our students to relate to. I would like to see the standards have some more guidelines as to how this would look per grade level.			
There is a lot of information to cover from a lot of different perspectives. There may be too much information to give students a good coverage of each topic.			
There is no way to go over all this content in one year.			
There is not consistency in the breadth of content across grade levels. Some middle school grades, for example, have much more content than others.			
There is possibly too much breadth thereby creating overlaps and possible confusion between grade level content			
There is too much breadth for some of the grade levels. For example, having to cover the 1600s-present in 7th grades seems like too much			
There is too much breadth of content. It is impossible to teach those sixth and seventh grade standards with any continuity to make any kind of sense. They lack in flow and chronology. A college student majoring in history could maybe handle this, but NOT K-12.			
There is too much breadth.			

Breadth

There is too much breadth. I do not feel comfortable with the standards as they are written. If I do not teach Social Studies exclusively (which I do not, as a 2nd Grade teacher), I would be appreciative of more specific information.			
there is too much information to cover in 7th grade and not enough information in 8th grade.			
There is way too much information to cover in one school year. I do not get enough time as it is to cover content and I feel this is even more concepts than I currently am teaching.			
They are still too broad but they are more manageable than past standards.			
They are very open and as an educator I appreciate that freedom and trust. To play Devil's Advocate, the lack of specifics allows an opportunity for abuse by a poor teacher/district.			
This draft is much more manageable than the current standards which places too much information in 5th grade and not enough in 3rd and 4th. I like that 3rd grade will get to tackle Arizona history and 4th grade will get what is currently packed into 5th grade. The current standards make it difficult to complete all of what is required by 5th grade.			
Too broad			
too much in 7th grade			
Too much in some areas and not enough in others. Civics and geography is what 6th graders need to be focusing on. Come on - they are 11 years old!!			
Too much is being required for each grade level. You learn nothing about any subject if the requirement is too broad.			
Too much to cover			
Vertical articulation would be helpful to understand how to deep to go in each subtopic and put in parentheses what grade level this would be covered again). The breadth is to wide in the area of 3rd grade Civics and History (3.H3.1). It will be the students first exposure to many of these complex events in history.			
Way too much content but not enough specifics			
Way too much for 5th-8th to cover in one year.			
We think that the way the new standards are written allows students to learn at a deeper level. Specifically talking about 4th and 5th grade, the expansion of American History over 2 grade levels allows students to learn more in depth where, previously, we are struggling to fit all of the content into 1 year, when taking timing into consideration			
When looking at subject specific considerations, World History needs to be heavily adapted. Allow us a larger time frame but allow us to trim some of the concepts or ideas. Or, better yet, allow us to expand world history into a two-year course rather than a one year focus. That way, we can couple Ancient Civ - 1450 with geography pertinent to that era say Freshmen year, then 1450-present with geography pertinent to that era Sophomore year. It would still align with ELA curriculum for sophomores since most of the World History studied alongside Sophomore ELA curriculum is 1400-present. T.			
When looking at the High School World History standards, it is recommended that the course begin with the 15th century in order to allow for depth of content. This would only allow the teacher to discuss various places throughout the world AFTER European contact with the New World. It doesn't allow for discussions on the formation of nation states in Asia or Africa, like the Han Dynasty, empire of Mali, or the Mongolian empire. By recommending that the course begin in the 15th century, you are automatically putting a western bias into the standards.As a whole, I believe the standards to have breadth of content.			
When teaching it across content areas it is sufficient.			
When you read the introduction i get an understanding of what the students are learning. I like that they standards are less but allow for deeper learning.			

Breadth

<p>While I appreciate a desire for less repetition of study, and agree with that idea, these standards leave A LOT to be desired. I think K-1 studies are adequate, but then it starts to get really vague and open to interpretation. For example, in 2nd grade the focus is The World Around Me , which sounds great, but the history standards call for just knowledge of a place or region studied, without designating what that place may be. This is just the start of students potentially getting lopsided instruction. Let's go further up in grade levels. These standards imply that in 6th grade, students will get their first real in-depth instruction of world history. They don't see world history again until high school. These standards indicate that students will be adequately prepared by their 6th grade teacher to understand the Ancient World prior to 1500 and not interact with similar material until high school. As a high school history teacher, I am very concerned that students will not be ready and I'll have to constantly be adjusting my content (which is also vague) to meet needs. And, if we want to insure less repetition, global studies of the modern world is studied in 7th grade and 9th or 10th grade, but the Ancient World is only looked at in 6th grade? I don't fully understand the thought process that brought that about. This high school standards for American History looked relatively unchanged and cover all of American history, so, despite it's vagueness, it should be adequate. World History is a far greater concern for reasons previously stated.</p>			
<p>While standards are placed in themes, many of the themes are spread apart. Students struggle with chronological order by itself let alone having them compare events over 200 years apart.</p>			
<p>Why would you start 7th grade at 1600?Surface teaching is what will become of that.How can students truly learn material when the 7th grade standards cram in 400 years and we have 180 days to teach it provided there is not a block schedule.</p>			
<p>without specific topics though, students may not get much breadth if topics are repeated by grade levels. This could be amazing but with no guidelines about who covers what I see some topics being heavily studied and more obtuse topics being forgotten or ignored.</p>			
<p>Yes,the breadth of content is expansively written within the standards, and when viewed as a PO checklist, may seem daunting. Reviewers will need to understand the presence of such a broad timeframe is to ensure teacher, school, and LEA autonomy, as well as the ability to cross time spans if the teacher wants to include historical patterns or intercontinental/cultural connections.</p>			
<p>You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how n=many days they show up at school. Professionals do not need and should not be permitted to have a union.</p>			

Depth

Question	Comment	Actionable Yes or No	Action taken	Notes
Please comment about the depth of content and rigor of the History and Social Science Standards.	1st grade is lacking rigor. How can you make content about a bald eagle more rigorous?	no		
	7th grade is covering 400 years of history and there is no way a teacher can adequately cover everything. Since 8th grade covers more civic and modern impact topics, I'm predicting not all students will get the background knowledge they need in 7th grade and will be unprepared for 8th grade SS. Also, certain topics should be studied together (WWII and the Holocaust, Articles of Confederation and the Constitution). Letting a year lapse between studying what should be taught immediately does an injustice to students.	yes		
	A more global understanding of history is necessary in todays world. However, the lack of American history does not correlate with students current understanding of the material. Students currently have very little knowledge of American history and with this new curriculum it is barely commented.	yes		
	again very vague information. What key concepts and vocabulary words should be included	no		
	Again, I only looked at the Economics standards.	no		
	Again, I think they are too general to do much good in practice. For example, Understand how events of the past affect students' lives and community . Events such as what? This could be much more specific to cover important topics, at least as a preview for later grades. Instead this leaves it way too general for teachers to even know what past events to work with.	no		
	Again, no materials will negate the rigor concept.	no		
	Allows students to develop, analyze, process, etc. All important rigor for students	no		
	As mentioned previously they set the minimum standard to reach	no		
	As standards they are sufficient in depth	no		
	Because there is SOOOOO much content it is difficult but to get dept of content. I know we have more choice which may be nice but it DOES NOT lead itself to continuity.	no		
	Can be easily adapted to increase and decrease rigor based on individual students needs. Very accessible for differentiation.	no		
	Concepts and content being taught in 7th grade will be very difficult for students to understand because they lack background knowledge.	no		
	Covering 400 years in 7th grade makes it impossible to reach any sort of depth.	yes		
	depth of content and rigor cannot be based on words on a page, it comes from teacher and implementation and expectations, there is no way this can be gauged from the written standards themselvesmuch of the writing of the standards is so vague as to increase fears that LESS rigor will be utilized/required in many classes	no		
	depth of content would depend on teacher interpretaion	no		
	Do not include anymore, this is enough to dive into with 3rd grade.	no		
	does not go deep enough into detail	no		
	Even after the changes, the standards do not have an appropriate amount of depth. The standards may suggest teaching World War II for example, but they do not give any guidance as to which concepts need to be taught. The result of this will be students with uneven levels of comprehension of important historical topics.	no		
	For me, if we are not expecting Advance Placement outcomes by the end of the students' educational journey, our standards must be more rigorous, NY Regents Rigorous!	no		
	For the rigor that is being required their is insufficient background knowledge.	no		
	For World History, the breadth of content is so great that that depth of content and rigor is often sacrificed for the sake of finishing the curriculum. Limiting the breadth of content so that students can focus on developing the skills to understand depth will be more beneficial for them.	yes		

Depth

Give teachers easy outline like what C Haynes presented.	no		
good	no		
good	no		
Good Depth	no		
I am not certain how much you can explore these topics in depth given all that you have to cover and the limited time you have to teach it, but that is a problem that probably cannot be helped. I like that you intend to study colonization, racism and other conflicts that might make some AZ students (I am thinking especially of Indigenous students) view things like national symbols differently than their peers. Mount Rushmore, Thanksgiving, and AZ statehood are all topics with potential to promote a multi cultural understanding of America's diverse history.	no		
I am pleased to see that the world history curriculum is extended in the middle grades, but am not seeing how that world curriculum differs appreciably from the one at the high school. Similarly, I'm not seeing why it's not objectionable to cover the first part of American history in grades 4-5 and also at the high school and why the 20th century is never commented until high school.	no		
I believe the depth is sufficient and in the instance of the World History band I believe there is too much depth listed. For U.S. History you have seven thematic units outlined and for World History you have 15, and you are only covering modern world history, not dealing with important foundational elements of governance.	yes		
I believe the purpose of world history is to INTRODUCE students to many different ideas and topics, and to make sure they have a rough idea of how different events and ideas have caused changes over time. I do think that the teacher should also have the time and ability to choose a few topics to go more in depth with so students can practice skills such as researching and reading primary sources.	yes		
I cannot say because I took an AP course.	no		
I do believe these standards have appropriate depth and rigor. The requirements of information to cover throughout the year is not too exhaustive, allowing for time to learn on a more enriched timeline per unit.	no		
I feel the rigor was increased because the standard has higher level verbs.	no		
I feel these standards are to high for scholars academic level.	no		
I like the Inquiry elements suggested. I like the focus on that strategy to teach social studies. It is far more engaging than simple recall. I don't mind this being open to interpretation because there are multiple ways to use inquiry methods effectively and I agree that it has the potential to create better informed, active citizens. So, the potential rigor and depth of content is there. That being said, I would like more clear definition of what that content should be.	no		
I like the use of course considerations and inquiry questions to provide depth of content to the standards. However, I feel the course considerations could be improved to encourage better depth of content.	no		
I love that the teachers are going to be teaching a more critical thinking format.	no		
I really like the flexibility that these standards will give to teachers.	no		
I really like the inclusion of the disciplinary skills and processes in the standards.	no		
I see Analyze , Evaluate and Explain a lot - but few references to Analyze EFFECTS . Depth would include looking more at long term effects of government actions, etc.. I would also add a standard to piggyback HS.SP3.3 - Analyzing the SOURCE is just as important as analyzing the text. (just as an example). More minority perspective should be included as well - standards to increase rigor may include looking more carefully at significance of actions on minority populations.	yes		
I think that the depth and rigor will more rely on the teacher as these are basic outlines	no		
I think the depth of content and rigor is increased with the added inquiry elements and disciplinary skills/ processes.	no		

Depth

I understand the purpose and the major complaint of World History teachers that there is too much to cover in 180 days. However, we wanted to trim some of the excess off, not entirely get rid of anything prior to 1400. You absolutely CANNOT explain some concepts without having prior knowledge of pre-1400 eras.	yes		
I wish they would have included additional language to encourage teachers to create more opportunities for student led discussion, debate, Socratic seminar, deliberation.	yes		
I would like to see it emphasized in the introduction of the course considerations for World History that LEAs can allow for flexibility of the curriculum. For example, when it lists Political Revolutions and National Modernization, both are followed by a list of events/locations. It should be noted that not all of those revolutions need to be covered and national modernization doesn't need to be covered in all four locations.	yes		
I'm trying to find out what we want them to be or do at the 4th-grade level.	no		
In most cases, as indicated in previous responses, the rigor seems to be interpreted as having students focus on historical documents written by university educated individuals. In my attempts to incorporate some of these suggested readings and annotate, my incoming students and out going students did not have to vocabulary skills, or advanced cognitive ability to get past the first sentence no less understand the writing. These are generally documents that are taught in advanced studies at the university level. As indicated by AzMerit results, our students can't understand this advanced vocabulary. The end result is we will horribly fail Tier 2/3 students and Tier 1 will continue to excel.	no		
It does not show rigor	no		
It is important to get to the present time in social studies classrooms. This document is much more contemporary in its outlook so that today's issues are discussed. Relevance is very important for students in order to make this subject area important to them.	no		
It seems that the standards are very in depth in many ways however, there are some weak points. If the standards are left too open ended then the interpretations may not do the content justice and the rigor may be lacking. If specific topics are given then there will be more consistency as to what is taught as well as more of a guarantee that the rigor will be there.	no		
It was good to see standard organized in a way the depth of content and rigor were included.	no		
It will be too difficult.	no		
K - 8 is well done. Wish there was more of a requirement in high school so Civics could be refreshed during critical teen years	no		
Less is more.	no		
Many of the standards are not developmentally appropriate for an 8-9 year old to understand in a meaningful way.	no		
Many of the standards are not grade appropriate for 4th grade. Were 4th grade teachers represented on this committee who developed these standards?	yes		
Many of the standards are vague with room for teachers to display their personal beliefs.	no		
Many of the students in Arizona struggle with very simple concepts. A ton of time is spent front loading with students before a topic can even begin because students do not get the minutes of SS required in the previous grades because so much emphasis is placed on read, writing, and math.	no		
More focused on skills rather than content.	no		
much better the before.	no		
Much too deep and rigorous for 4th grade! I have been teaching 4th grade for 15 years at a middle class school. My students could not master most of these complicated standards!	no		
Much too rigorous and deep for 4th grade	no		

Depth

My only problem is that the high school World History standards are placed within a pro-Western framework. For example, interregional interactions are expressed as Western imperialism versus non-Western victimhood or reactions. One might also give as examples of interactions to be explored in class: the Ottoman cultural impact on the Balkans/Middle East; cultural/political ties between Oman (Arabian peninsula) and East Africa - and Indian Ocean exchanges in general; Chinese, Japanese, and Indian influences on southeast Asia and on each other. Similarly the revolutions in thought section give only Western advances (Enlightenment, etc.) but do not mention other, non-Western influences on thought, such as the Ottoman attitude toward minorities that I mentioned previously. Further, it would be good to include nationalism as a motivating concept of the modern world, and how this fundamentally changes state organization, international relations, and views toward minorities.	yes		
N/A	no		
N/A	no		
no comment	no		
No topics list under the Big Ideas. I know it is left up to the individual districts but there will be not consistency from district to district	yes		
Not enough time to allow students to experience the rigor.	no		
Please consider teaching kids regarding Sikhism	yes		
Please consider teaching kids about Sikhism	yes		
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	no		
Recognizing that at the local level we will be adopting curriculum to support these standards, I still feel that these standards could be supported with clearer expectations and cross-curricular standards.	no		
Rigor is hard to judge on paper as this is usually displayed and maintained in the classroom, but overall the depth of content can lead to rigor in the classroom environment.	no		
See #13	no		
See above	no		
See above comments	no		
See above.	no		
See breadth of content comment.	no		
see my last comment	no		
Severely lacking in mention of the ancient world.	yes		
Skills should be the focus NOT content as was determined in the closed session.	no		
Some items that would not apply to the learning of historical context	no		
Some of the depth of content is brought up way too soon. For example, the standards currently ask 5th graders to analyze primary sources from Supreme Court Cases (Marbury v Madison, Dredd Scott, and Plessy v Ferguson) and to analyze John Locke. These are difficult things to read and understand in Junior High and High School, let alone in 5th grade. There are numerous cases of this.	yes		
Some of the depth of content is brought up way too soon. For example, the standards currently ask 5th graders to analyze primary sources from Supreme Court Cases (Marbury v Madison, Dredd Scott, and Plessy v Ferguson) and to analyze John Locke. These are difficult things to read and understand in Junior High and High School, let alone in 5th grade. There are numerous cases of this.	yes		
Strong verbs are used to describe what students will do within each standard. The verbs range from using and identifying to analyzing and evaluating and are followed by actions that require complex knowledge an critical thinking. This indicates that students will delve deeply into the content at each grade level.	no		

Depth

Students are being asked to be able to compare world religions, revolutions, and other social movements, but again, are given inadequate time to put them into historical and temporal context in order to give these events and movements deeper meaning.	yes		
Te content and rigor should take 2 years	no		
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	yes		
The additions to existing concepts are helpful in deepening the content	no		
The breadth is so huge that there's absolutely no way that teachers can go in depth with any topic or historical era.	no		
The broadness of the standards partnered with the Inquiry Elements allows teachers to implement rigor and differentiate within the standards. I agree that the standards has an appropriate depth of content and rigor at this grade level.	no		
The changes made to the World History (high school level) standards allow the teacher to go more in-depth on topics, especially in terms of early modern and modern World History.	no		
The content and rigor exceeds the standards as they are written now. This allows for more inquiry and greater conversation and in depth of the content.	no		
The content of the standards represents a logical sequence with broad enough, meaty teaching options, allowing for teachers to utilize a variety of people, places, and events to teach the content. Embedding inquiry practices, a stronger focus on civics, and the disciplinary skills/processes further integrates the rigor of skills that are necessary for students to utilize when engaging with Social Studies content.	no		
The content required in 7th grade is too broad and not covered in other grades. It makes more sense to continue American History in 7th grade.	yes		
The depth and rigor of the standards are sufficient.	no		
The depth is sufficient, but again, vague. I feel that it could be interpreted in different ways and taught in different ways by different teachers, so while it contains sufficient depth, it makes it difficult to decide what to teach.	no		
The depth of content and rigor is fine, as it is with the current standards.	no		
The depth of content and rigor is not developmentally appropriate for K-3 students. Additionally, some of the key concepts in Arizona History such as: conflicts over exploration, colonization, industrialism, multiple wars, settlement and the 22 Arizona Indian Nations are not realistic for third grade students to even grasp.	yes		
The depth of content and rigor is not developmentally appropriate. Additionally some of the key concepts in Arizona history such as conflicts over exploration, colonization, industrialization, multiple wars, settlement, and so forth are not realistic for 3rd grade students to grasp.	yes		
The depth of content and rigor of the History and Social Science Standards is not developmentally appropriate for K-3. Additionally, some the key concepts covered in topics such as conflicts over exploration, colonization, industrialism, wars, settlements, etc. are not realistic for third grade students to even grasp.	yes		
The depth of content and rigor of the standards appear way too much for the amount of time realistically available for teaching them.	no		
The depth of content could suffer due to the amount of content necessary to be covered, making it harder to cover each topic with the depth and rigor necessary.	no		
The depth of content is solid for primary and secondary education. A teacher can go into further depth if the students can handle the advanced rigor	no		
The depth of learning is clearly up to us as educators at this point. We could go very in depth on a topic if we chose too. This allows discretion on the part of the educator.	no		
The depth seems to be up to the interpretation of the reader/teacher. i.e. how is a compelling question defined	no		

Depth

The draft is appropriate for the age/grade level. The topics give the teacher the opportunity to provide the depth and rigor in the classroom.	no		
The expectations for inquiry & research are strong and applicable for higher education.	no		
The inquiry and research elements provide needed rigor. In addition, the complexity of the historical founding documents are rigorous as well.	no		
The key concepts added by ADE have narrowed the Depth and Breadth and should be removed from all standards.	yes		
The Kindergarten standards seem very age appropriate.	no		
The new civic standards have an appropriate depth of content and rigor. The inquiry elements allow students to delve deeply into the content. They also include the expectation that students utilize critical thinking skills and actually applying their learning.	no		
The new civics standards require that students use inquiry skills to learn and interact with content. The broadness of the standards allows students to focus on big, overarching ideas. Focusing on large ideas will provide students the opportunity to conduct in-depth exploration of concepts related to American government and citizenship rather than scratching the surface and moving on. The disciplinary skills standards will make our students critical thinkers which will help prepare them to participate in the American political system.	no		
The new standards allow for a deeper dive into material since there is not a prescribed list of content or terms that need to be taught.	no		
The new standards are rigorous and support ELA.	no		
The requirements of content and rigor are well balances. Teachers have an appropriate amount of content without being too information heavy. This leaves time to deepen studies.	no		
The rigor is beyond our student's, 8th grade, current abilities. I having trouble seeing the depth of content, because some of these concepts could be taught for an entire class	no		
The rigor is definitely there. We will need to help people to understand that we need to get beyond memorizing dates, names, and places so that we can focus on historical concepts.	no		
The rigor is different for each grade level. Did you consider the age groups of the students and if they would be able to handle the content on the material. You can always add rigor to current standards.	no		
The rigor isn't necessarily apparent.	no		
The rigor of content appears to be strong in some areas, but in others, is lacking. As to the depth, I feel unless we have SPECIFIC content to teach (ie. Westward Expansion) the depth will be contingent upon the teacher and what he/she has decided to teach for that particular standard.	no		
The skill sets you are asking are very rigorous. The depth of content may be a little askew without more specific guidelines on the depth of the subject matter.	no		
The standards are clear but teachers will need curriculum or resources to better support the learning of students in the classroom. When teaching more sensitive content in fourth grade, we would want to make sure that the rigor and content is at the appropriate level for our students. How deep is to deep?	no		
The standards are not developmentally appropriate in many areas for students to comprehend and apply as most of these standards have been moved 1 to 2 grade levels down from the 2004 version.	no		
The standards are open to interpretation, which makes the depth and rigor up to the teacher.	no		
the standards are too vague	no		

Depth

The standards are vague in places, particularly in high school. This will likely result in vast differences in what schools and districts teach. It is certainly good to let teachers and districts have some autonomy, but, particularly for districts without funds for curriculum development, the level of rigor will likely suffer. With this draft, for example, a teacher could meet the high school U.S. history standards by teaching the Civil War for an entire year.	yes	course considerations narrow the focus	
The standards cover a good depth of knowledge for each grade level and content area	no		
The standards have definitely gained in depth and rigor for each grade level.	no		
The standards include inquiry and critical thinking as well as content knowledge.	no		
The standards present depth and rigor as far as general historical skills go. The standards are very specific on which skills should be taught, but they hardly say anything about the specific historical events should be taught. For example, one of the first standards says, Analyze the rise and decline, interactions between, and blending of cultures and societies. I'm left guessing which cultures and societies should be covered.	yes	course considerations narrow the focus	
The standards that are being presented are sufficient for the age group that they are written for. Content and rigor for kindergarten is found within the standards.	no		
The suggested content for the fourth grade history standards is not engaging or relevant for fourth grade students. It does not provide opportunity to really dig in and go deeper to gain that full understanding and opportunity for critical discussion and inquiry.	no		
The way in which the standards are written allow for LEAs to determine important content and topics for study, while adhering to the standards. This allows for teachers to really dive into the meat of the content, and not just cover material or check off items from a list, as the current standards allow for. However, the addition of key concepts and examples, added after the working groups finalized their drafts, should be removed and placed into a separate, guiding document to help LEAs in the curriculum mapping process at the district level.	no		
There are a lot of skills that are in the standards which I think is fabulous, but there isn't a common definition of what ADE means when they say explain, describe, etc. Since these actions can have different depths of knowledge and different meanings in different contexts, it would be nice if we had a baseline of what describe means at different levels/grades.	yes		
There is depth of rigor but content is so broad that there is no way a teacher can get in depth with it	no		
There is enough depth in the content for first grade students to be able to connect ideas and concepts to one another.	no		
There is enough to build on but I'm not sure why the Civil War was taken out of 7th Grade. Also I believe it made more sense to include the American Revolution in 8th Grade to set the stage for the foundations of American government	yes		
There is no depth when you ask kids to learn 400 years of history in one year. That is idiotic.	yes		
There is no depth or content to these standards. It is all political.	no		
There is no room for rigor, there is too much content crammed into one year.	no		
There is no way that the content required for 7th grade is going to be taught in one school year in depth for each topic. There is too much information to cover.	yes		
There is no way to have depth of content and rigor in the 7th and 8th grade content - especially 7th grade. 1600's to present is a true survey course. In a course with content that spans such a time period, one school year would not allow any teacher to truly go in-depth about anything. 8th grade standards are vague. If you were to make these large changes, World War I and World War II would be better suited to 8th grade.	yes		

Depth

There is not enough detail in high school economics standards to have a lot of rigor . I think that rigor can be established by districts, schools, or teachers within the framework of these standards. Overall I think rigor is set at right level. I like the flexibility that the standards would allow teachers to add rigor where they feel it would be most effective.	yes	course considerations narrow the focus	
There is not enough detail in the standards to determine the depth of content.	no		
There is not enough detail in the standards to determine the depth.	no		
There is too much for 7th grade to cover in DEPTH with rigor. Those are very important parts of history. At the beginning of the year and end of the year there is state and district testing...that cuts a LOT of time out of our actual teaching.	yes		
There seems to be a good blend of depth of content and rigor.	no		
These standards have the right depth and rigor for each grade level.	no		
These standards should be adopted. It goes along with what many school districts in other states are using or adopting. Arizona needs to keep up with other districts.	no		
They are often so broad, that depth is impractical. The 7th grade standards are way too vast. Geography is introduced at such a low elementary level, there is insufficient focus at the middle school level.	yes		
This level of rigor is beyond our students abilities.	no		
This relies more on the teacher than the standards. With the breadth of content the depth will be only surface level because there will be too much to cover and teachers will not be able to delve deeply or they will not cover all that is required.	no		
Too many things to cover well. You're going a mile wide and an inch deep, which is backwards. To really make a difference, there should be a requirement of TWO years of world history and TWO years of US history at the high school level where students are higher level thinkers and can understand things better.	yes	course considerations narrow the focus	
too much content in 7th grade	yes		
Too much rigor in many cases. It takes the fun out of learning about history, which can be a rather dry subject if the goal is just rigor and deep learning. Social studies in the lower grades and at my title 1 school is an extension of the ELA class, where the kids are using history to learn how to read and write. It is already boring, so adding rigor will take away the fun that hopefully sparks an interest in history. Let them be bored in college!	no		
Too much rigor. Let's be realistic. Let's teach them what they are cognitively able to understand and utilize at their age. They might appear to have mastered free-market economics for the test, but I guarantee they will forget it all by 7th grade. Many of my students still have not mastered their multiplication facts!!	no		
Too much to cover - 1600-present? in 1 year?	yes		
Upper grades covering hundreds of centuries worth of events in 180 days means skimming over information, no depth, no rigor. The current standards are more content specific with more depth & then rigor is the teacher's responsibility according to their district's/school's goals.	yes		
US History is not relevant. Elementary and Jr. High are not ready to analyze Cold War policies and events. High school US History- you intend to make it into a debated concepts discussed in political action groups.	yes		
We are asking the students to think deeper and not just memorize facts.	no		
We build on previous knowledge and previous history by studying cultures and civilizations that have to keep learning the same lessons. Understanding the why each people group must learn some of the same lessons broadens what our generation needs to learn or know and why we need knowledge.	no		
Well thought out, if we didn't have any worries about time constraints.	no		
What and how students are expected to interface with standards are clear. The exact details of of the concepts are open. Not sure this is a good thing. Many elementary teachers are not social studies content experts and may have difficulty knowing what is meant by the overview standards. Much more responsibility will be placed on districts defining and explaining to teachers.	no		

Depth

What and how students are expected to interface with standards are clear. The exact details of of the concepts are open. Not sure this is a good thing. Many elementary teachers are not social studies content experts and may have difficulty knowing what is meant by the overview standards. Much more responsibility will be placed on districts <u>defining and explaining</u> to teachers.	no		
What RIGOR? It does not say anything about how to teach? It is TOO OPEN ENDED!!! There is NO depth. Again, TOO AMBIGUOUS.	no		
With respect to economics, see above. High School is appropriate, but K-8 is not. We are not setting students up for success in Economics with this sequence as written. Further there are content errors (re: Draft with Internal Review). I specify that later.	yes		
With the amount of information we are going to be asked to teach, it will not be possible to go into depth into each of these topics for 7th grade students to understand. These concepts are difficult to understand as it is and with the amount that is expected for us to teach, we will not have time to go into depth.	yes		
With too much breadth we will not be teaching in depth.	no		
You do realize all of the reading and math standards taught in the k-5 are essential to the kids being able to pick up all other subjects as they progress into middle school, junior high, and senior high. Laying all of this on 3-5 is too much. It is too much for the younger grades. There are a majority of adults who would be unable to answer questions on those third and fourth grade standards and who would not be able to make the connections you are expecting an 8 year old to understand. Think about discussing the below with an 8 or 9 year old in your life:3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments, § Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for, § Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government, § Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments; understanding the services provided by tribal governments, their organization, and how leaders are chosen	yes		
You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how many days they show up at school. Professionals do not need and should not be permitted to have a union.	no		

Compare

Question	Comment	Actionable Yes or No	Action taken	Notes
Please comment about this DRAFT of the History and Social Science Standards compared to Arizona's current (2004) Social Studies Standards.	4th grade is/has been the focus of learning about your state. It should continue to stay with 4th grade. Colonial history needs to stay with 5th grade.			
	4th Grade should have kept Arizona as their main focus. Most states around the country do state history at 4th grade.			
	7th grade should stay the same with the addition of the Revolutionary war at the beginning of the year for continuity.			
	A glossary of terms could help educators, especially for abbreviations used.			
	A holistic approach to education should be inclusive, hence, Sikhism, the worlds 5th largest religion should be included. This would ensure students understand the religion aligns with American values of liberty and justice, the founding principles of Sikhism. It is also help students know why Sikhs wear a turban			
	Again, do not move 4th grade state curriculum to 3rd grade.			
	Again, I feel the previous standards were easier to read and use by elementary teachers. Too much breadth is not necessarily an improvement.			
	Again, I like that the focus was zoomed into solely Arizona, but it needs to be taken to an age appropriate requirement.			
	Although I like the new inquiry portions of the 2018 version I really liked the way the strands were organized in 2005. I cant really say its a complete improvement. It would be nice to add the strands with appropriate objective details with the 2018 overviews.I have most of the same students in both 7th and 8th so I will need to adjust the content of the curriculum quite a bit but I will still be able to use the appropriate ELA techniques regardless as I have been doing.			
	Anything is an improvement over the previous standards. These at least follow a cohesive timeline.			
	Arizona History has always been taught in 4th grade. We have created full units to support this. We have created a living wax museum to study famous Arizonans that have contributed to the state. All of our field trips for the year are related to Arizona history. To remove this from 4th grade would keep our current 3rd graders from learning AZ history and will put the hard work of dedicated teachers to waste.			
	Arizona history should stay in 4th grade. State history is taught in 4th grade across the country. My district just bought new social studies books and if these standards are adopted, it will be money out of my pocket to try to teach standards that consist of concepts to high for my students to understand or make connections too.			
	As far as I can see, there aren't many, if any, historical standards. These standards seem to be more of a sociology class as opposed to history.			
	As I said in my earlier comment, I don't think it's a good idea to divide world history in half unless you plan to teach the halves back to back. Besides, it makes no sense to still teach the world religions and philosophies that started hundreds, if not thousands, of years earlier and then jump to the Age of Exploration.			
	As mentioned above, it does not make sense to move the focus on Arizona's peoples and government from 4th to 3rd grade.			
	As mentioned above, the history component is too much to cover in a year. the current curriculum is too much. My Suggestion: Leave the standards as they were but reorganize. example - 6th grade: US History Revolution to 1860; 7th grade: 1860 to 1941; 8th grade: 1941 - 1970 (Watergate)1st semester and Civics/Constitution 2nd Semester.			
	At least with the 2004 standards it was all delineated out as to what you teach. The only notation I see is that 7th grade teaches from the 1600 to the Present. Really, teach 500 years worth of History in 185 days!! Absurd!!!			

Compare

Big time! Now, hopefully ADE will provide training to teachers in these content areas that Jeopardy teaching, lecture, work packets, or any other archaic structure for education is dismantled and teachers are encouraged on how to best utilize these standards. This should start from creating sample assessment questions at the State level which reflect a reliable and valid measurement of student access and proficiency with the standards themselves.			
Bravo on the addition of the world's 5th largest religion, Sikhism. This is the step in the right direction to bring awareness to a world religion so often misunderstood and underrepresented here in Arizona.			
Can't really agree or disagree on that, but have to pick one. I think the layout is easier to understand than the 2004-5 document but I can only say it will be better if the results of it are better.			
Civil War should have been left in 7th grade.			
Current standards (2004) are disjointed and make very little sense at some grade-levels. The current standards do not allow for inquiry, mostly just a memorization of trivial facts. The current list of POs are too extensive and merely become a list for teachers to check off once the topic has been discussed. In the DRAFT of the History and Social Science Standards, the only recommendation would be to remove the key concepts and examples added by the internal review group, as they act as a PO and prescribe what should be taught, almost acting as curriculum.			
Currently, some years are way too information heavy, and it is extremely difficult to make time for deeper studies, analysis, and discussion.			
Finally continuity within and across grade levels in a manner to constructs strong disciplinary literacy.			
For 4th grade there are too many standards and too many specifics within each standard. They are not developmentally appropriate for 4th grade.			
For world history this is a step backwards			
Gives more opportunity for district and teacher autonomy and allows for making local decisions on what to teach within content areas			
happy to see Sikhism included as there are many misperceptions of this religion			
Happy to see Sikhism included.			
History at the elementary level is organized across time and not chopped. K-8 students will develop citizenship from a micro to macro level. Excellent curriculum framework.			
I agree that the Draft is an improvement to the 2004 standards because it gives teachers more leeway on what concepts teachers will focus on with each standard. I also think that the standards are organized in a better fashion. However, the draft could add a few more bullet points to add clarity on the standards. Also, the standards could be less verbose and more clear and concise.			
I agree with the Dept of Education's inclusion of Sikhism because kids should learn about other religions so they are prepared in the real world			
I am new to Arizona education so I don't really think I can adequately compare this to the former standards			
I am not familiar with this document.			
I appreciated including teaching about Sikhs and there values in social studies			
I believe it is more focused with less to teach.			
I believe that placing correctly the ideas that go together was a great move in the new revised standards ie. placing ideals that go better with Civics than Economics.			
I believe that the previous standards were more detailed and focused on what our students should know at the middle school level. It helped them prepare for high school and the civics test that they must take. These new standards do not offer that sort of support. They are very broad and far reaching. At the middle school level every school would need new resources to teach this content effectively unlike the current standards.			
I believe the focus of depth and skills of breadth is a positive for all involved.			
I did like the way each standard was wrote in 2004 standards and I hope they do the same for 2018 mea			

Compare

<p>I do appreciate a more slimmed down version of the standards as they are more manageable; however, these new draft standards are far to vague. The old standards were very explicit is what teachers should be covering and I like how they were broken down into strands and concepts that had clear topics to cover.</p>			
<p>I do not approve of moving Arizona state history to the 3rd grade. Our award winning state history text, Arizona's Story, which is a vivid and singular masterpiece in its field, is a 4th grade book, and a push at that. It will be unusable for 3rd graders. The one area in which elementary teachers have resisted the shrinking of social studies content is Arizona history by those 4th grade teachers. To ask them to abandon years of collecting and creating materials is a mistake.</p>			
<p>I do not feel leaving out everything prior to the 15th century is efficient way to teach history. Yes, as World History teachers have a lot of content to cover, but the beginning is just as important as the end. I believe that if they feel the need to do such a thing, perhaps World History needs to be a two year class. Rome, Greece, and the Middle Ages are just as important as all of the things that come after. They are key reasons as to why we develop the way that we do.</p>			
<p>I do not necessarily think that it is an improvement, it is a change. I would suggest that an improvement is teaching American History in chronological order. American Revolution to the 1900s in 7th grade and 1900's to present in 8th grade.</p>			
<p>I do not support this draft because it does nothing to improve upon the 2004 standards. There are too few historical standards. An improvement to the 2004 standards would put the 7th and 8th grade standards in chronological order.</p>			
<p>I don't like that the current standards repeat the same curriculum in 5th grade and 7th grade. I agree that the students who receive appropriate content in elementary school feel like they are repeating it in 7th grade. I do think doing U.S. History in 5th grade, but Global perspectives in 4th and 6th seems odd. Would it not be better to continue the momentum and do Global in 4th and 5th, then U.S. in 6th/7th?</p>			
<p>I feel like I can teach and support others teachers in meeting that goals for the grade level vs. districts and schools dictating the exact or omitting parts. Of agreed upon events, people etc</p>			
<p>I feel like losing the state studies will be a loss and not in line with the rest of the country. We are pushing upper level standards lower and lower. It's gets harder for students to understand these concepts. I like it the way it is now.</p>			
<p>I feel like the previous ones were much more specific and clear about what I was expected to teach. The organization was also much more clear.</p>			
<p>I feel teachers would not have time to teach all the standards.</p>			
<p>I feel that our current standards more than meet the needs of my 4th graders.</p>			
<p>I feel that overall the direction with the new standards gives teachers more autonomy and flexibility to reach students.</p>			
<p>i feel these standards are somewhat appropriate.</p>			
<p>I have a huge problem with the Arizona History standards moving from 4th grade to 3rd grade. I've taught both grades and the Arizona history standards are better comprehended at the 4th grade level. It's too much for 3rd grade and they won't be able to cover all of the standards at an adequate pace. Leave the AZ history in 4th grade.</p>			

Compare

<p>I have taught middle and high school using the current standards. They are imperfect, but do have a good flow and a clear indicator of content that needs to be covered. I tend to cover more than the standards indicate, and I like that the new draft allows for more options in some ways, especially regarding the inquiry elements. I also do like that there is less repetition, especially regarding American history, as that is a common and justified complaint from students. I think that middle school content, especially 8th grade, is a better idea. However, there should be more clear content in the new standards. This is better in the current standards. My initial thought looking at the standards was very negative, but as I read them more I was less critical because I saw some opportunities to teach from a different viewpoint than I currently do that could be an interesting change. However, I am not sure that this will work for everyone and, as a parent, I want more clear continuity in content. I want to make sure that social studies is not ignored or pushed to the side, which is possible with these standards.</p>			
<p>I haven't read the 2004 standards, but I feel like every year my kids are in school, they get a more watered down version...so it's probably worse now than it was in 2004.</p>			
<p>I like how the standards are more globally aware and not so US centric</p>			
<p>I like that especially from 4th to 5th grade there is a natural progression between grade levels. The next grade builds on the content learned in the previous grade</p>			
<p>I like that history can be taught in chronological order in grades 4-7. I am a bit worried that students may not remember their American history from grades 4 and 5 by the time they get to the high school American history course. It is nice that students often remember a fair bit of the American history currently taught in 7th and 8th grades in high school. This enables us to focus more on the higher order connections. It is difficult to cover all of world history and all of U.S. history in one year. The new standards will help with the high school world history course, but perhaps not the U.S. history course, as mentioned above.</p>			
<p>I like that there is more freedom as a teacher because the standards are less prescriptive. I am able to educate my unique population the best way possible. It is great that there is an emphasis on inquiry and skills based education as opposed to the 2004 emphasis on minutia of facts.</p>			
<p>I like the addition of the disciplinary skills and processes as those skills can be taught and interwoven with any of the other content areas within the Social Studies standards.</p>			
<p>I like the big ideas</p>			
<p>I like the idea of focusing on where students are at developmentally however, I think some of the standards are still not written at the appropriate grade level.</p>			
<p>I like the idea of these big ideas, but I think there needs to be guidelines about what topics to cover</p>			
<p>I like the layout of the draft better than the table in the current standards. Less is more. With the draft the standards are narrowed down but broad. The old standards there were so many that it was impossible to cover them all. With the draft it allows for some flexibility as to how it is covered while still covering all of the standards.</p>			
<p>I like the old style and strands better but wish strands 1 and 2 followed a more logical sequence</p>			
<p>I like the overall conceptual framework. I just think it needs a bit of tweaking to be less Western-centric.</p>			
<p>I liked where you added a theme for each elementary grade level to follow and the recommended time that social studies learning should occur each day.</p>			
<p>I love that the new, meatier standards are not a PO checklist and do not foster a rote memorization of facts.</p>			
<p>I prefer the 2005 standards</p>			
<p>I prefer the old standards. I am concerned that the World History course is supposed to now start in the 15th century. I realize the need for modern events and there is a lot of history that can be taught after this time. But, the course is now missing other important eras that I feel should be taught in a World History class like the Greeks and Romans and the Renaissance because these eras has helped shape our world today.</p>			

Compare

I really how you have made 8th grade more civic focused. Allowing greater areas to be discussed and taught in the 8th grade level will give the students the ability to be better citizens in their higher grade levels.			
I really like the flexibility that these standards will give to teachers.			
I see a great Step back in how in depth you can go.			
I see the possibilities of the Cross-Cutting tools that can be used.			
I teach kindergarten and I know these children are dying to learn more and participate in more activities. My class loves creating a toilet paper museum of National Symbols and being a docent to other classes. These children are so smart and we can challenge them more then these standards expect.			
I think both sets of standards have their strengths.			
I think that the content is more coherent for most of it (8th grade excepted), but it seems unevenly distributed. Parts of American history are covered heavily and others hardly at all, and world seems to predominate over American. Very little change is apparent in the high school standards.			
I think the chronological order of the standards make more sense at these grade levels than the old ones.			
I think the current standards are fine.			
I think the draft standards are an improvement to the current standards. However, revisions need to be made to the World History sections for sixth grade and high school. If a revision cannot be made to the course considerations for both sixth grade and high school, perhaps the content focus for sixth grade and eighth grade could be switched. Students having half of World History in eighth grade and then picking it up in tenth grade would work better than having a 3 year gap between sixth grade and tenth grade.			
I think these standards give more autonomy to teachers and allows for more exploration on the student side. These seem big picture compared to the previous standards.			
I'm assuming the 2005 draft includes evolution and doesn't cave to the evangelical right to dumb down our students and remove all science in this new anti-science world, so NO I doubt they are the same or even similar.			
I'm glad to see the addition of Sikhism, the 5th largest world religion, to Arizona's standards. It is important that Arizona intentionally move toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.			
I'm not able to compare the standards			
I'm not sure that moving some standards back a grade level is such a good idea.			
I'm not understanding why we need to be the only state in the nation that will not be teaching state studies in the fourth grade. Fourth grade has always been about Arizona history. Every state does this. Why do we feel the need to be different. Also, who is going to pay for new books?? Since all of our books are only about Arizona. Were teachers even consulted about this?? Was the mental maturity of students taken into consideration when assigning the content. Why cant we just adjust and not move a complete unit of study??			
In some areas the content makes more sense on a developmental level. This is a work in progress however and needs some very specific revisions before I would consider it an improvement.			
It includes more culturally diverse material. This is increasingly important in a globally connected world.			
It is a much quicker reference to read that the previous document. I feel the wordiness has been lessened.			
It is an improvement because it focuses more on historical thinking skills and is no longer a large list of topics to be covered in a year.			
It is hard to understand or fathom why we would make some of these changes (i.e. Arizona studies from 4th to 3rd) when at the time of this survey we have received huge funding cuts for multiple years with no relief or new money to purchase the new resources we will need to teach this curricula.			

Compare

It is important for other students to learn about Sikhism and, about their co students from different background. By adding Sikh religion to Arizona's standards is an important step towards this effort.			
It is less disjointed, but I disagree because it is too much. 40 minutes a day is not enough time to do this with adults in college let alone elementary kids.			
It is time for a change. I like streamlining standards, making them shorter is a great idea.			
It would have been nice to be able to have side by side comparison.			
Its a great step to have Sikhism in the social study standard, our young generation should be well aware of all of the world religions.			
Its an improvement for the lower grades because it gives them more direction. But for the middle to high grades the content is all over and when student struggle to deal with events in chronological order to begin with, they're really going to struggle in 8th grade particularly when that content is all over.			
It's far more open to interpretation -which can be great or terrible school site to school site. I do think there should be some suggested texts and events, without having an actual PO.			
I've been waiting for these standards to be revised since the beginning. The new proposed draft is totally inline with what I was hoping for. The 5th grade will actually be able to get to the Constitution before we teachers are mandated to cover it for Constitution Day. The current standards make covering this area impossible before Christmas.			
K-8 will no longer have time to adequately delve into topics. Rather, it's all spread out to do accomplish something, but I can't explain this Rationale. You've removed two important elements of High School World History (Classic Civilizations & Middle Ages). The World History standards are still highly euro-centric with East Asian History sprinkled in here and there. You've taken away two important units and in return have given nothing. I'm highly disappointed.			
makes more developmental sense, like the stronger emphasis on civics			
More current and aligned with standards			
more emphasis on civics in great			
My suggestion as a front line, veteran teacher of 15 years, working with a seriously at risk and skill deficient populace, we need to leave teaching in the hands of the true experts, the teachers, and move away from Common Core. The results are coming in at this moment in math/English and they are not showing ANY growth, but in fact a drop in achievement furthering the gap between Tier 1, and Tier 2/3 students. We are far too eager to embrace common core before analyzing the actual data coming in from states who adopted it. Common Core fails miserably for inner-city, skill deficient students.			
N/A			
Nationally, 4th grade is state studies. This will make it very, very difficult to find resources for 3rd grade at the correct lexile level.			
Need to add Sikhism in order to have a more fully inclusive education for the students.			
Need to switch world history down to primary grades and US history to middle school if you are going to only require one year of US history in high school. Also, global studies is too broad. While studies of other countries and continents is important, perhaps we should consider making those other requirements instead of trying to teach all of the social sciences in one lumped together class.			
No materials, no time for training.			
Not developmentally appropriate at the 4th grade level. Current standards are well constructed for 9-10 year olds. Study of the state of AZ should be left in 4th grade as it has been traditionally a standard course.			
Not enough historical content in 8th grade. Should include Great Depression to contemporary events.			
out of sequence that is appropriate for age levels.			
Please consider teaching kids about Sikhism too			

Compare

<p>Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.</p>			
<p>Previous standards included historical content that was appropriate for the age level. I am concerned that the proposal for 8th grade content is more age appropriate for juniors and seniors. Juniors and seniors should be spending an extended time period on government, since they are about to or already are voting. Juniors and seniors are also about to go out on their own, they should be thinking then about how they can positively impact their community. 8th graders are still 4 or 5 years from being independent and informed members of society. They will have trouble relating to it. Of course, they still need an understanding of government but 4-6 weeks (which is what my district currently has government covered in our curriculum map) is more developmentally appropriate than the majority of the year that this plan implies.</p>			
<p>See above comments</p>			
<p>See above.</p>			
<p>See above. Too broad. Narrow the range of years, the kids might be able to learn something that way.</p>			
<p>Seems very similar</p>			
<p>Selfishly I love teaching 4th grade due to the Arizona content and coverage. I was disappointed to see that moved to 3rd grade. There is even a current government program to get Every Kid in a Park for all fourth graders. This program is given this year due to their focus and knowledge on Arizona. I know that standards need to be taught but the current revisions are disappointing.</p>			
<p>Significant improvement!!!</p>			
<p>Sikhism is 5th largest world religion so addition of Sikhism to Arizona's standards is a highly impressive step toward empowering our students about the knowledge of diversity. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.</p>			
<p>Sikhism is the 5th largest religion in the world and Sikhs have been based in North America for over 125 years and serving as strong citizens and in the armed forces. Adding Sikhism to Arizona's standards is a monumental step toward an inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.</p>			
<p>Sikhism is the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students to know diverse backgrounds of fellow students and I applaud the Department of Education for this important progress.</p>			
<p>Sikhism will be great addition to learn as it is the 5th largest religion in the world.</p>			
<p>Sikhs have been based in North America for 125 years and are strong members of the community and now serving in the armed forces. The Sikh faiths core principals align perfectly with the American way of life with equality and liberty for all. The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward an inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.</p>			
<p>Starting with a big, relevant question and using Inquiry Elements is a practice needed in every classroom.</p>			
<p>Starting with a big, relevant question and using Inquiry Elements is a practice needed in every classroom.</p>			
<p>Teaching World History with the previous standards was difficult. It was difficult to cover all the information required in one school year as well as get students to delve deeply into historical questions. I think breaking History up between Junior High and High School makes more sense. These changes will be beneficial and will help students understand the modern world better.</p>			

Compare

Thank you for being open to educating our State about a group that has given a lot to Arizona. The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.			
The 2004 edition has history out of order and this version has no history. It has concepts, but it does not have content.			
The 2004 standards seem out of sequence and not as logical as the new standards.			
The 2004/2005 standards were extremely broad, you all went WAY the other direction!! The pendulum swung too far from extremely broad concepts to hyper-focused on one time period.			
The 2018 History and Social Science Standards are more rigorous than previous standards. They also include detailed descriptions of each standard. They are organized in a linear fashion and are easier to read than the previous standards.			
The 6th grade is great, however, the 7th grade should remain the same so students are getting the American History that they used to receive before they go to high school.			
The addition of Sikhism in the Az standards goes a long way to elevating the level of knowledge of AZ students about the religion that is the 5th largest in the world.			
The addition of Sikhism is an extremely important step towards education of diversity and equality			
The addition of Sikhism the 5th largest religion, to Arizona standards is a monumental step toward diversity education.			
The Addition of Sikhism to Arizona Standards is a huge step toward inclusive education. These standards show an increased commitment to students diverse backgrounds and I applaud DOE for this important step.			
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse background and I applaud the Department of Education for this important progress.			
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. Arizona is a diverse state and adoption of these standards show an increased commitment to students of diverse backgrounds. The Department of Education can be a role model for a much needed initiative to support school kids of all communities and backgrounds.			
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. Our kids need to learn the difference between Sikhs and Muslims - they are two very different religions. This will only progress our student's minds.			
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.			
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The addition of Sikhism, which is the 5th largest world religion, to Arizona's standards is a necessary step toward inclusive education. I commend the Department of Education for this important inlcusion.			
The addition of Sikhism,the 5 th largest world religion,to Arizona 's standards is a great step towards inclusive education.these steps will show an increased commitment to students of diverse backgrounds.So I appreciate the department of education for this important progress in this direction.			

Compare

<p>The content aspect of the 2005 standards was from a previous generation; Hammurabi is an example of a holdover from that era where his was the only known Mesopotamian codex of laws; we don't need to be teaching about him specifically, since there were other kings with posted laws before him, and less draconian laws after him. However, the leeway given in teaching methods makes me wonder about how the students will be tested on the new standards--what do they need to know?</p>			
<p>The continuity of these standards is weak.</p>			
<p>The current Arizona standards covers too much content, there is no clear focus, does not encourage inquiry or the use of primary sources. This is a much better document and improvement.</p>			
<p>The current Arizona's Social Studies Standards didn't not contain rigor and it was concerning that the depth of content was not present.</p>			
<p>The current curriculum standards are a series of mostly unrelated topics stuck into grade levels. This draft has a clearer story line and progression.</p>			
<p>The current social studies standards spiral from grade to grade and have a sequence that makes sense. The content for each grade level is appropriate, engaging, and meaningful for that grade level. As a fourth grade teacher, the proposed fourth grade history, government and geography standards do not appear to be appropriate, engaging, or meaningful for fourth graders. The current standards in fourth grade history, government, and geography have a large focus on Arizona. This is an appropriate topic for fourth graders and also correlates with fourth grade standards of other states (most states focus on their particular state in fourth grade.) The current standards also provide opportunities for depth, inquiry, and research.</p>			
<p>The current standards align pretty similar to the ones being drafted. My concern comes out if how it will be taught. Because it seems to have a lot of compare and analyze the differences. Previously we've taught one civilization at a time hitting each of the different requirements as we went along. This sounds more like they want the geography pieces of all the civilizations taught at one time anscimpared. Then all the different religions taught and discussed at one time. Maybe I'm reading too much in to it.</p>			
<p>The current standards are an enormous checklist that do not allow for in-depth study; they encourage a wide look at civics, but a not a deep one. The new civics standards coupled with the disciplinary skills standards will allow for the necessary in-depth study that will help us develop actively engaged citizens.</p>			
<p>The current standards are more content specific with more depth & then rigor is the teacher's responsibility according to their district/school's goals.</p>			
<p>The current standards are organized by time period, not lumped into topics, and it makes it easier to plan units and be sure that all the key ideas are included. Also, the phrase 'including, but not limited to' is too ambiguous-- if I am going to follow standards I want to be sure I am including everything that is expected and that phrase makes me wonder if I am leaving something out.</p>			
<p>The current standards do not allow for any inquiry. I feel the draft allows for analytical and critical thinking. The current standards really on had one verb, describe. The draft of the standards have verbs like compare, generate, evaluate, construct, and analyze.</p>			
<p>The current standards feel like a checklist with no real rigor or flow. Students are unable to follow the jumps in history and tend to lose interest quickly. These new standards will allow more in-depth exploration of a specific time period of history.</p>			
<p>The current standards provide more clarity of what is to be taught and covered at each grade level. I see that the draft standards are attempting to increase the rigor and level of what is being learned, but I am not convinced they succeed in doing so.</p>			
<p>The current standards, although not as rigorous, I find more easy to read and more specific or detailed focus</p>			
<p>The draft flows well with other grades (the story-line), it seems more rigorous, and allows for implementation of research and cross-curricular planning. Also, I like the focus on the processes of being historical thinkers, and the inquiry elements. These elements are useful tools and skills across curriculum.</p>			

Compare

The draft is more age appropriate for 2nd grade. Some of the current standards (American Revolution, Ancient civilizations-Asia) are a bit abstract and it's difficult to find age appropriate resources to teach with.			
The Draft makes more sense and has reasonable changes for each grade level.			
The focus is clear for each grade level			
The focus on inquiry supports critical thinking and ELA skills. This was not as explicit before.			
The grade level changes to the social studies standards is not adequate.For example, 4th grade should be learning about Arizona instead of 3rd grade.			
The inclusion of Sikhism, the 5th largest religion in the world is of huge importance to the future of our state and country. As societies are merging it is critical that we understand the basics of others around us.			
The inquiry elements help students engage with the content.			
The new draft is inclusive to teachings of other religions such as Sikhism which would be very valuable to teaching our future generations love and tolerance and helping in curb hate crimes that result from ignorance and lack of knowledge.			
The new standards are broader and focus on inquiry. They allow for more flexibility in teaching. Old standards are used as a checklist for teachers.			
The new standards have more focus to them and allows the teacher to identify key areas a bit more in my opinion.			
The old standards included multiple topics at each grade level. For instance, in third grade I taught Ancient Greece and Rome, the branches of government, European explorers, and Civil War and Civil Rights. Now, I'm expected to teach all strands of social studies -- even geography -- as part of a year-long unit on the history of Arizona. Students who are not at all interested in the history of Arizona are stuck hating social studies all year long, because that is the ONLY thing we will be discussing.The old standards were also more detailed, in my opinion, and were more specific about what exactly I was expected to teach. Reading these standards, I am unsure about exactly what I need to teach in order to cover them.			
The old standards were easy to read and offered a limited scope allowing you to go into more detail with the subject matter.			
the old standards were just a list of stuff. It was facts that students could google. The new ones are much better in that they asks students to apply their learning.			
The old standards were performance objectives and not actual standards. It is refreshing to see that we are now working with standards.			
The older standards were shallow and easily manipulated to be a coverage of topics rather than a place of learning about complex thought. With the skills emphasis, the new approach by the Draft maybe a stronger social studies curriculum.			

Compare

<p>The only positive about the new draft is that the format is better. I really didn't like the format of the older standards how they were organized in columns called strands. But, at least, the older standards were specific on which people, places, events, ideas, and skills should be taught. The new standards only focus on skills and ideas. To me, the point of state standards is to create a specific list of historical topics, events, people, events, and time periods that all students across Arizona should be familiar with to help create a group identity among Arizona students as state and national citizens. While diversity should exist and students should be able to explore a variety of historical topics, students should also learn historical knowledge that helps them feel a connection to others. There should be a balance between focusing on diversity and focusing on one American Narrative. If students focus too much on diversity, then they end up focusing too much on what makes us different. While appreciating the diversity around them, students should also realize that they are a part of a joint American Experience that they've inherited. By making standards too vague, teachers across the state will be teaching lessons about topics that don't remotely relate to anything in other classroom across the state. The effect is that students from school to school won't have any sort of cohesive American story to bring them together as citizens. Students should understand in history class that the American ideals found in the Declaration of Independence and Constitution are for everyone, even if those ideals weren't equally applied to everyone in the beginning of American history.</p>			
<p>The organization around the Big Ideas is a vast improvement. The inclusion of the inquiry is wonderful, but I wish that was included in the actual standards the way disciplinary skills and processes are. I worry that they will be ignored since they are in the beginning sections.</p>			
<p>The presentation considers each grade level and subject separately making it easier to focus on what a specific class should be learning.</p>			
<p>The previous standards did not go in a logical order but it was at least possible to teach the content within a school year.</p>			
<p>The prior standards were easier to understand and build lesson plans for. These are so broad and vague that you can pull in nearly anything remotely connected to history and call it a class. The exact opposite of what we should be doing.</p>			
<p>The Sikh religion, the 5th largest world religion, should be added to Arizona's standard and will serve as a forward-looking step towards inclusive education. The Department of Educations' action in support of this will be commendable and will be a signal of true progress.</p>			
<p>The simplification of the standards will allow for more district and school autonomy.</p>			
<p>The standard draft gives the teacher the opportunity to bring concepts into lessons that are relevant to the students. The bullet points provide explanation and clarity to a standard but are not included in some standards (that might need elaboration). Bullet points in these areas could be helpful.</p>			
<p>The standards are completely different.</p>			
<p>The standards for 7th and 8th grades should stay the same. I understand the need to improve but that is not what has been done. You have thrown out current standards and brought in new ones that set up teachers for failure. To cover 1600s to present is ridiculous to give to a teacher. Students at this age need to have concrete ideas to build upon when talking about Global issues, and as the standards have been rewritten there is not time to lay that foundation. In reality, public school notoriously co-opt Social Studies time in lower grades for the other disciplines. Therefore when students enter 7th grade they are learning much of the history of the United States for the first time. They can not learn this important subject as it intersects with the global issues.</p>			
<p>The standards in 2004 stated what students are to be taught specifically. The new standards give way too much leeway as to what students will be taught in classrooms across the state.</p>			
<p>The standards should be solely skill based and not have any components of content.</p>			
<p>The standards were in my opinion not grade level appropriate for the area in which the state wants them to be taught in. Poorly done.</p>			

Compare

There are 47 standards on the new one compared to 119 PO's on the current one that includes multiple subparts for many of the PO's. Please do not let whoever this mysterious internal review group is put PO's in the standards. Keep that at the LEA where it should be.			
There are like 2 historical standards here. The rest is more like Sociology.			
There is less coverage of content and more depth to the 8th grade standards.			
These are a great improvement on the current standards. They allow students the ability to think critically, to explore, and discover history. This is invaluable to teaching students to be productive members of society.			
They gave 7th grade a large amount of things to teach and a wide span of time, making it hard to determine whether they are better or worse.			
They narrow history down too much			
They're putting the cart before the horse.			
This draft has added the inquiry section and is easier to teach cross content. It's organized into four areas vs all the concepts.			
This draft is an improvement from the 2005 standards in the fact that the 5-8th grade standards will be taught in chronological order which is imperative in preparation for high school history.			
This draft is much less cumbersome, simplified and open-ended.			
This is a beneficial shift. Right now, some grades are very information heavy. It is extremely difficult to cover all the information and use lessons that are more student led, involve inquiry and discussion, and depth of analysis of sources. This is a shift from focus on breadth to focus on depth.			
This is not an improvement to the 2004 standards. An improvement to the standards would place the 7th and 8th grade standards in chronological order.			
This is not an improvement. There is not enough time to cover the material - particularly in 7th grade!!!			
Unlike 3rd graders learning foundation skills, 4th graders have the skill set to support them in learning cross-curricularly which allows them to cover this broad material.			
Unlike third graders learning foundational skills, fourth graders have the skill set to support them in learning cross-curricularly which allows them to cover this broad material.			
Unlike third graders learning foundational skills, fourth graders have the skill set to support them in learning cross-curricularly to cover this broad subject of AZ history.			
Using the World History standards, the previous standards provide reliable structures such as units of study whereas the new standards would need to be organized into units either by school sites or districts, which shows a lack of framework. Additionally, I think these standards may be more difficult for new teachers to work with in the sense that the previous standards also outlined some key points to cover and skills to focus on while the new content standards just give topics.			
very general information provided			
We are expecting more from the students in the new standards. Which I believe is a good thing.			
We should include all religions, including Sikh Religion so students are aware of all religions and be more inclusive			
We should leave the standards the same.			
What happened to the 3rd graders learning about the town they live in? Again, I'm truly frustrated that Arizona learning is being taken away from 4th-grade teachers.			
Where's Greece and Rome?			
While I agree that we could use some updating, these standards are too drastically different from the current standards. This will require schools to either purchase all new curriculum to support these standards or they may not follow them. The changes are too drastic at a time where schools already have to make drastic changes in science.			
While there are some good points in this new draft. As it is now IT DOES NOT comment the linear problem grade level to grade level.			

Compare

<p>With regards to High School Economics specifically, I really like how general the standards are. It gives teachers a lot of autonomy in deciding which topics/resources/curriculum can be used to teach about economics. It no longer feels like a check list of topics to cover but rather commenting main ideas and allows for more critical thinking.</p>			
<p>With Sikhism being the 5th largest religion, it needs to be included so that all students are able to understand the unique properties which will hopefully lead to a more educated environment for all children.</p>			
<p>With the exception of some redundancy in certain sections, I find these standards much easier to follow.</p>			
<p>Yes and no. More up to date content but still too much content.</p>			
<p>You are moving backwards and still will miss gaps when the standards change. If you want to change them standards then have them flow in order, have 7th grade go from colonization to the end of 1800s. 8th grade should go from 1900s to present followed with Civics and Econ.</p>			
<p>You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how n=many days they show up at school. Professionals do not need and should not be permitted to have a union.</p>			

Adoption

Question	Comment	Actionable Yes or No	Action taken	Notes
<p>Please comment about whether Arizona's State Board of Education should adopt this DRAFT as Arizona's History and Social Science Standards.</p>	<p>4th-graders are not ready for that depth yet. They don't even understand the difference between town, state, United States, North America. I think Arizona history needs to stay where it is in 4th grade. Let 5th grade teach what you have planned.</p>			
	<p>6th grade should be ancient history, 7th grade should be U.S. Government and Constitution and American Revolution through Immigration/Industrialization, 8th grade should be World War I through the present.</p>			
	<p>8th grade has turned into a civics/government class and does not cover any history except where it intersects with civics.</p>			
	<p>A lot needs to change. There needs to be a more limited scope on these standards.</p>			
	<p>ABSOLUTELY NOT</p>			
	<p>Absolutely not! It was evident by reading these that it's a way for the Superintendent of Public Instruction to say she's removing Common Core (which again are skills based) but still us the basic idea. The high school World History standards are a farce. How is Senior governments supposed to build on democratic ideals from World History when that unit has just been cut?</p>			
	<p>Absolutely not. As I am looking at the flow and the essential information students need, this doe not fill the bill.</p>			
	<p>Absolutely these standards are better aligned and cross the grade level bands to enable all instruction to be met.</p>			
	<p>ABSOLUTELY NOT</p>			
	<p>ADE took liberties by changing the content of what the committee members recommended. This review by ADE was not part of the published process that has been expected for the creation of these standards.</p>			
	<p>Adopt only when the observations to #13 are incorporated</p>			
	<p>After the visual readability is improved, I would be on board. Additionally, the state would need to provide funding for new curriculum to support these new standards, as the content to be covered is vastly different than the current standards. For example, third grade standards have a focus on Arizona and currently that is not the case.</p>			
	<p>Again I disagree on the basis of the world history standards</p>			
	<p>Again, it comes down to what the students need to know to be tested. How can you test a compare and contrast standard in a multiple choice test? Will the tests be revised to reflect that now the students must compare and contrast in a short essay question?</p>			
	<p>Again, way too much for 7th grade to cover well. The Holocaust should go with WWII and that should be covered in 8th. So perhaps 8th could do Great Depression, WWII/Holocaust, Cold War, Korean/Vietnam War, economics.</p>			
	<p>Agree is needs moderate revisions ? I don't think you should adopt these standards since they need moderate revisions.</p>			
	<p>Although I love the standards (standards are the key word), I am not a fan of the grade specific content outlined in the story of each grade level. This is where these new standards stopped being standards and became curriculum. From being on the committee, I know that members reviewed curricular frameworks (again curriculum, not standards) from other states and decided to embed them into the standards. It is very frustrating that the state is directing an unfunded mandate at us; that is, to teach specific history in certain grade levels that school districts do not necessarily have the instructional materials for. I want to reiterate that I love the pieces that are actual standards, however, saying we must do American Revolution to 1900s in 5th grade is now dictating curriculum. Let LEAs determine their own course of study (as statute dictates) for the storyline piece. This is precisely what we did in ELA when we took out references to specific content since we agreed that the state could not dictate curriculum.</p>			
	<p>Arizona is not known, nationally, for having a great education program. I think these standards are a step in the right direction in increasing rigor and amending that stigma. I would like to be assured that our standards are meeting or exceeding the national expectations so that our kids are well prepared and worldly.</p>			
	<p>Arizona teachers need to be teaching about American History first. Many students do not have a basic understanding of our country's history. There needs to be a focus more in Middle School on American History.</p>			

Adoption

As I've said, I think world history, if it's divided, needs to be taught back to back. That is the only way students are going to understand the true cause and effect relationship that is a major theme in world history and the only way they will understand and appreciate that many critical events happened before the start of America.			
As mentioned above it is extremely important to teach kids about diversity and respect for human beings. That can only come from knowledge of that diversity and by adopting a draft that is inclusive to teaching of other religions, the state board would be significantly impacting the future of our kids and the world they will grow up in.			
As with anything, I feel strongly that items should be piloted prior to rolling out. Necessary revisions, modifications and adjustments can be made to ensure the most up to date and rigorous standards are set forth			
AZ state history should remain in 4th grade!			
def should adopt			
definitely adopt			
Draft seems very useful			
For middle school students to cover this amount in 7th grade, most college students get this amount of time broken into multiple courses. This plan overall depends on no interruptions from site administrators stealing time from Social Studies, the class they are most likely to take time from. Elementary teachers, must, cover their curriculum or the problem multiplies as students come into middle school with little to no prior knowledge of the various social studies.			
Give a little more guidance. History teachers like to fall in love with their content and connect with one or a few particular areas.			
good to emphasize civics and world politics			
I absolutely do not support this draft. There is not enough History in these standards. This draft outlines standards that are very difficult to teach without the historical background which is missing from the standards. For example, it is difficult to teach the Holocaust without teaching WWII.			
I agree we need new standards.HOWEVER, this draft feels like an empty shell that needs to be filled in with more specific and measurable detail and wording. It feels very open to interpretation. Think of it like building a house, the frame goes up first. Then everything else gets filled in as the house is built. This frame needs filling.			
I agree with the adoption of this draft.			
I am having a hard time seeing how the content studied in each grade relates to each other. Students study topics in younger grades that they do not revisit for 4 or 5 years before diving into that topic in high school. Once students revisit a topic, it misses out on chunks of time that students have probably forgotten (since the last time they studied the content was a few years before.) An example of this is students studying American History in 5th grade and then picking it up again 11th grade. The suggest content does not include colonial history which is imperative to understanding the foundation between north and south states (getting into the Civil War.) I understand that the course content listed is a suggested list and not limited, but the gap that students have between first learning something and then going into that topic deeper makes me worry that the learning doesn't stick with students. As a high school social studies teacher I spend a lot of time filling in gaps for students because it has been years since they have learned something (if they did at all.)			
I am supportive of changes in standards. I think all of the standards should follow in a chronological order, and schools should require their teachers to teach Social Studies at all grade levels. There are too many schools that only advocate teaching Reading, Writing and Math (because that is what is tested) and skipping Social Studies at the elementary level. If all schools were following whichever standards that get adopted, all students will be better off.			
I believe that Arizona history should be returned to 4th grade standards.			
I believe that there should be modifications first like where the 4-grade group would start with history to 1763.			
I believe that this draft should not be adopted. Most teachers in 7th grade will not have the resources or textbooks to cover this material			
I believe the adoption of these standards are a positive step forward.			
I believe the new standards should be adopted			

Adoption

I believe there are places in the history standards which are Eurocentric. For example: Interregional interactions including but not limited to European exploration, conquest, Columbian exchange and the trans-African and trans-Atlantic slave systems. Should we add things like: Silk Road, spread of Islam across Africa and Asia, African and Asian trade, trans-global military actions ...?			
I believe this is a much-needed revision and much better one than the 2005 current standards. This should also be revised and revisited every 3-5 years instead of waiting 13 years.			
I believe this standards draft should be adopted to help Arizona improve awareness of diverse populations.			
I believe you can't ask 3rd grade scholars to understand the depth of knowledge you are asking for. We have a society that does not support scholars and their is no support at home.			
I do not agree that this draft should be adopted. In addition to the inappropriate content for grade levels, this poses a hardship on educators. There is no money in the state budget to fund for new curriculum materials. Therefore the burden of creating and funding materials to teach these new standards will fall on the already overburdened educators.			
I do not agree with the change in these standards. I do not like the concepts or the change across grade levels. These concepts are too high for students to truly comprehend. The suggested time to be spent teaching these standards and science is also not accurate. The Standards should not be changed for K-5.			
I do not believe that you should adopt these standards. You are asking middle school students to cover topics that are often things covered in a junior or senior high school class. Many students will struggle with these standards because they are so advanced. Schools do not have the materials to implement these standards. To get those materials would require new textbooks as well as supplemental materials which could end up costing millions of dollars per district. Most of what you are asking students to learn in the middle grades will not help them in the future, unlike current standards which show them why the country is how it is today. I believe that by making such a drastic switch does not have the best interest of our students at heart. I have looked over standards from other states that both border us and outrank us nationally and their current standards are more in line with what we have now not what you are proposing.			
I do not like the suggestion to start in the 15th century. For one thing I think that the ancient and medieval time periods have a huge amount of influence on our modern world and cannot be removed from world history. I also see a problem with a draft of standards that say to start in the 15th century but also to cover the world religions that start 1000-2000 years before that start date. That seems very contradictory and never very well thought out. I also think that if this is too much information to cover in one year then we need to look at 4 credits of history and have World History split between Freshman and Sophomore years.			
I do not support the new World History standards. Of course, I will teach them if they are implemented but I think it is important to include some of the older eras in history as well because we can learn from them too. While current events are important, and should be discussed, a World History class needs to discuss important eras so that these lessons regarding current events can be learned.			
I do not think this should be adopted because each grade level only focuses on one thing and the standards are not specific enough.			
I feel the Elementary Economic standards needs more revision than high school.			
I have no problems with adopting these standards. However, there is no possible way that I can teach Social Studies for 45 minutes each day, with the demands I already have. I am teaching ELA for 90 minutes each day, as well as 90 of math each day, The Leader in Me program, and 30 minute intervention reading group each day. My schedule is jammed packed with practice AZ Merit testing, diagnostic testing and many more required programs. As it is, I struggle with finding the time to teach all the content standards. If the state is requiring me to teach Science and Social Studies 45 minutes each day, something HAS to give!!!!!!!!!!!!!! AND what about the materials that will be needed for science. How will that be provided? I am not willing to spend even more of MY money for school supplies. The lack of funding is so bad, I am having to spend MY money on basic school supplies, such as pencils and paper.			
I have stated why these are not worth adopting in the other answers above.			
I like that there is a more free form to teach in a way that encourages the children to think and problem solve as well as see the cause and effects of things.			
I like the broad outline and the use of inquiry based instruction, but there has to be more clear content. Somebody also really needs to go through and correct the writing errors, it's embarrassing for the authors. I would be more than willing to meet and share more input on these standards. Contact me via email: hoodzow.sarah@cusd80.com			
I look forward to seeing the positive impact that these improved standards have on students of all backgrounds in Arizona.			

Adoption

I only have experience in kindergarten but the standards are not extensive enough., we can cover more. Children are sponges in kindergarten and love learning and can and want do more! I also believe we should expose them to more guided experiences in the early grades so they can obtain Anayse and communicate their own ideas in the future. They need a solid foundation of experiences before we can ask them to analyze information on their own. Kindergarten should be full of guided experiences!			
I strongly feel that these standards should NOT be adopted by our board.			
I think a couple minor changes should be made. Most of it looks ready for adoption.			
I think it is an improvement and it is logical. Now to find vendors to support these standards!			
I think it needs a lot more detail and specifics, particularly in the K-2 areas before it's ready to be adopted.			
I think that the Arizona's State Board of Education should adopt this DRAFT as Arizona's History and Social Science Standards. I would like to suggest making high school 4 credits instead of 3.			
I think the overall presentation is a big improvement making it easier for teachers to use in designing lesson plan objectives. Revisions, as needed, should be made looking at course specific standards.			
I think the State Board should adopt this draft, but my concern is how long will it take to implement the changes and what will we do for curriculum materials. My current books are 12 years old and falling apart, so how will schools get funding to replace these old and very outdated materials? Is there a plan in place to ensure that schools get the materials needed to implement the new standards once they are approved?			
I think the wording and conciseness of the most important ideas for the Kindergarten standards is appropriate. The suggested weekly minutes allocation also seems appropriate.			
I think there does need to be more emphasis on marginalized groups and effects on policies, expansion, etc. - Those words are not present nearly enough.			
I think there is A LOT that needs to be commented in these standards. Additionally, what happened to American history in lower elementary. Can we use the vague wording of cultures, civilizations, and societies to justify teaching any part of American history? I would also like to see examples of what societies we should be covering and more key concepts included throughout.			
I want them to review the items that were added in Green without teacher or educator input and make sure that the editions make sense, and allow teachers to bring engagement to classroom without the restrictions of specific PO details.			
I would like to see the wording in the storyline be specific to local communities (classroom, school, city, state, country).			
I would switch the 3rd and 4th grade content. The 4th grade has always been Learn Your State year and continues to be so in other states, including the state we moved to AZ from. The new 4th grade content makes sense to do before AZ history because it gives a general perspective of the entire United States before diving deeper into AZ. I don't understand your reasoning for the change in order.			
I'd rather keep state studies so students understand more about their state instead of just push it down.			
If more examples, specific information and sample activities could be provided, that would be helpful to me as an elementary teacher.			
If Social studies was a four year requirement then more could be researched and true learning about history for the students could happen. Getting away form the teacher feeding knowledge is the best idea yet. Letting student research and use their self learning ability begins to develop the thirst for knowledge and we need to get back to that or lose a generation of learners.			
If the state of Arizona does adopt these new standards, they should also provide new texts, reference, and resource materials to go along with them. Not doing so is irresponsible and making life harder on both the staff and administrators.			
I'm not in support of this draft. Please revisit keeping the 4th and 5th grade standards that are currently in place. I teach a 4/5 combo and believe that focusing on AZ in 4th grade then moving to US history in 5th grade is age appropriate and a good transition.			

Adoption

I'm STRONGLY OPPOSED to adopting these standards and would literally appeal to ASBE, please look to the actual data before making this decision. In my years of master level instruction I have found the greatest achieving teachers and students are those who are left to create and implement curriculum of their own, that takes into account the enormous variety of abilities and barriers in education. This concept of making standards excessively rigorous and forcing students to either sink or swim will results in Tier/2/3 students sinking at an increased rate. The evidence and data is in; look to New York. Inner city schools achievement plummeted due to common core while champions of common core point to suburban schools with Tier 1 students as an indication of CC success. That data skews the reality. Common Core and these proposed standards will further fail our challenged students. Lets move beyond the politics of the issue and make decisions based on real data.			
In addition to learning history, students need to utilize skills that are vital in other content areas (i.e. reading, writing, critical thinking). This is clearly explained in these standards.			
incorporating these new additions will make a huge impact on kids. We look forward to see this happen.			
It has been my experience that elementary students do not get the needed social studies lessons. This leaves gaps when they reach middle school. In addition, the range of 1600-present is large for the 7th grade. This means very little depth will/can be given to any aspect of US history.			
It is a strong draft. I might more thoroughly cover the topics and expectations content. However, I do believe it is good bones.			
It needs to be revised and resources for 3rd grade reading levels would need to be provided.			
It should be adopted.i look forward to see its impact on diversification and students vision for accepting whole heartedly the other communities.			
It will have a positive impact on future of Arizona students			
It will have positive impact			
K.H1.1 seems to fit better into the 1st grade level focus			
Like I said previously, too much, too broad, narrow the focus. This seems like change for the sake of change. Dumb. Dumb. Dumb.			
Major improvements need to be made before these go into place.			
Many teachers are wondering why the state has still mandated only 3 credits of History/Social Studies in high school. There have been numerous suggestions regarding the addition of a fourth credit that could include a year that covered geography and ancient civilizations. Many states around our nation include a ninth grade social studies class. Could we hope to see this change in the future?			
More mapping skills, geography, economics need to be added...seems like all that is being added/changed is to make standards more politically correct			
More work needs to be done to fix the timeline of events so that there is time for depth.			
Mostly on the US History- as mentioned above.			
My area of focus for change is switching some topics between 7th and 8th (I will explain further in that part of the survey).			
My complaints can be chalked up my personal feelings on the importance that every citizen knows the foundation of how humanity got to where it is today.			
N/A			
Need to have improved standards			
Need to take in consideration all the recommendations that parents and educators are giving.			
No - this draft should not be adopted. The civic engagement elements currently in 8th grade would seem more logically placed at the high school level, as students are anticipating becoming voters and engaged citizens. The one-year complete American history survey that high school has always done has always been insufficient and shallow. Better to leave it to middle school and a split similar to how world history is done and cover it over two years.			
NO WAY! It is not to that point, there are too many problems that arise as it is.			
No we should not accept this draft. It is full of biased options not based on scientific facts.			
NO! It's vague, too broad in content to be covered with fidelity, students will not be engaged with short, abrupt content.			
NO! They are not close to what a 4th grade student should be able to master.			
No, I do not feel the the Arizona State Board of Education should adopt this draft of History and Social Science Standards. I feel that these need to be revised to include the years prior to the 15th century.			
No, I don't think this draft should be the final one. I believe you need more input from teachers who teach 8 year olds.			

Adoption

No, leave the current standards in place and quit messing with something that is effective and works. Dedicate your time to an area that needs revamped!			
NO.			
No. Leave state studies in fourth grade like the entire nation!!! We have no money to support this type of a change			
Not for 4th grade for above reasons			
Omitting significant portions of ancient history. Students need to know about the ancient world, even if it's only mentioned briefly.			
Overall, I am pleased with these standards. A couple of minor points should be commented. The use of the term pre-history, while accurate from a disciplinary viewpoint, implies that history does not begin in the Americas until Europeans arrive. In reality, there is a much, much longer history of human societies in America. Students need to know that, and I am glad to see you engage stories of pre-Columbian cultures. Indeed, the term pre-Columbian history might be a good substitute for the word pre-history.			
Please consider teaching kids about Sikhism			
Please consider teaching the kids about Sikhism			
Please do not adopt these standards at this time. Changing the focus of the history elements will greatly impact schools and curriculum.			
Please do not adopt this draft, as it doesn't make sense to move the focus on Arizona from 4th to 3rd grade.			
Please keep the Key concepts under each disciplinary skills and processes. It helps with the vocabulary that should be used.			
Please reconsider moving AZ history to third grade. It should stay in 4th grade where it has always been. Nationally, fourth graders learn about their state and get the park pass.			
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.			
please revise 7/8th grades			
Please see above.			
Please take into consideration the comments and reviews of this document before it is implemented.			
Please teach facts and use proven historical data and leave phylospy and theology out of our curricula unless it is specific to the theology that is being presented in a given class. Political as well as religious beliefs should on,y be part of what classes a student elects to participate in.			
Pre 15th century needs to be added back in.			
Put SCIENCE back into it and THEN I might suggest adopting it. Politics does NOT belong in science. Science is fact. Politics is opinion. End of story!			
Put the standards back the way they were.			
See #17			
see above			
See above comments			
See above.			
Should be adopted			
Solid draft, still room for improvement.			
Some changes should be made, but I mostly approve the standard draft.			
Some items appear to support an ideological frame of reference and have nothing to do with historical content			
Some topics between 7th and 8th need to be switched.			
Sorry, as an American studies BA I liked the old content arrangement better. Also, studying the Civil War in 7th grade is such a great foundation for describing the roots of American culture and some of the cultural issues we face today. In addition, in 8th grade we can reference back to the 7th grade content and reach a new depth of understanding as developmentally the 8th grade is much better equipped (developmentally) to discuss the wars of the 21st century and connect them to the changes in culture and government.			
stronger emphasis on citizenship and civics is good			

Adoption

The 8th grade Economics standards are not appropriate for what would be an Introduction to Civics and Economics course. The economic standards need significant revision to reflect introductory concepts such as defining what the study of economics is, comparative economics such as capitalism, socialism, and communism, the teachings of Karl Marx and Adam Smith, and the basics of how trade even works. Standards 8.E.2-8.E.5 are far too advanced for an introductory economics course for 8th grade!			
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.			
The amount of curriculum revisions needed for the materials we have accumulated and are using is overwhelming.			
The AZ Board of Education should adopt this draft. The integration of inquiry and historical thinking skills is fabulous. I like how the standards are no longer a checklist of topics/content that we need to cover. The previous standards were rather shallow and were not rigorous. This draft increases the rigor, increases the depth of content, and gives teachers more freedom on how to help students develop the skills.			
The AZ State Board of Edu should adopt these standards to help educate our state's youth and create a culture of inclusivness and prevent intolerance and bullying in the classrooms towards Sikh Americans.			
The Board of Education should adopt this Draft in order to have a positive impact to improve the Standards.			
The board should adopt these standards because they give our students a higher level of thinking in 4 content areas. The standards allow students to practice thinking, reading, and writing at a higher level than the current standards.			
the content is to spread out. 6th grade should be Earth/Space science, 7th grade Life science, 8th grade Physics and Chemistry			
The content of the standards is reasonable for the most part, but the organization leaves to be desired in my opinion.			
The current standards are appropriate.			
The green bullet points don't have any labels-it would be helpful to have them attached to standards.			
The key bullet points should include the word can before the word include to give educators the autonomy they need for their class. Some teachers may read it as they have to teach only those examples.			
The new civics standards should be adopted.			
The new standards are a great disappointment. I teach fourth grade, and I am very disappointed with the change in curriculum. I am hoping that the state of AZ takes teacher input seriously with regards to this matter. Very disappointing...			
The new World History standards deserve to be looked at again. Firstly, it's recommended that we begin teaching in the 15th century but are required to teach religions? To me, the creation and spread of religions is best understood within the context of when and where they were created. All major world religions were developed before the 15th century. Additionally, its recommended that we teach the Renaissance (which is a construct rather than an actual event) but not the Reformation? That's ludicrous! Additionally, the relevance of the Renaissance, Scientific Revolution and the Enlightenment is totally moot without at least teaching the Middle Ages.			
The sequence needs to be greatly revised.			
The should not be adopted.			
The specific examples of content need to be removed. The standards should solely be skill based.			
The standards are not organized for ease of use.Please organize in chronological order for quick reference.			
The standards should be left alone.			
The State Board should absolutely adopt the new standards.			
The year span needs to be revised and the events that should be covered need to be spelled out in order to avoid extreme differences from school to school.			
Their is no chronological order for the students to follow. Also the grade level appropriateness is way off.			
There are some positive aspects to this draft, but the most troubling issue is that much of the history content and social science concepts (in green text) was added by internal review after the writing committee finished their work. Therefore, the content has not been vetted by content and pedagogical experts. The standards need to go back to the writing committee before being approved - even if this delays the process.			
There are some refinements still to be made to this draft.			
There is no money & no materials.			

Adoption

There seems to be a solid foundation for the new standards however, I think a lot more guidance for teachers needs to be in place for the right amount of rigor and consistency.			
These draft standard when implemented will have a positive impact on the student body of all backgrounds.			
These new standards represent a significant shift which is not inappropriate. What I see here seems much more in line with AZCCRS expectations. SS has lingered on the back burner for so long that it's nice to see an update. However, given our current school funding situation, I question how we will be able to implement these changes. New curricular materials will be necessary for everyone. We're all immersed in such a contentious political climate when it comes to school funding that this move seems ill timed. We should be looking at how we can allocate funds to help support schools in meeting academic expectation levels. I would give an enthusiastic yes to adoption of this draft but I cannot conceive of how we take this draft and make it a reality in our classrooms. There's a huge gap between this document and successful delivery to our students and we need to bridge the gap before we expect our students to arrive at the other side.			
These should definitely NOT be adopted. These standards need to reviewed for being age appropriate for 4th grade. Also, 4th grade focus should remain as Arizona state history. Most of the other states teach it at 4th grade because it is age appropriate and provides a good foundation for learning about US history in 5th grade.			
These standards are a great start. However there is room to improve the standards. Specific improvements are listed above. As well as some curricular standards yet to be explained.			
These standards are a great step forward in the social sciences. They have inquiry and the C3 built into them and allow teachers to go deeper into relevant content. They are more developmentally appropriate to the grade-level without 'dumbing' down the information. However, the second grade should not delve into the past. This is a transitional year for children. They are just becoming aware that there is a whole world out there. The focus should be on the world as it is today.			
These standards are much better then before and will help my children (all three of them) learn more about how to be members of their community and why they world is the way it is. this is way better then knowing random names and dates.			
These standards must be adopted. Our children need a balanced, factual representation of History and Social Science. Thus, including Sikhism is an important step.			
These standards should be adopted.			
They should adopt these standards-- but I do think the geography standards across the board are weak in terms of exploring human geography.			
They should not adopt this draft.			
This draft jumps around to random topics throughout the year that are going to be hard to connect.			
This draft needs to be reorganized to make more instructional sense for age appropriate depth, order, and to make sure that all history is taught at from 7th grade on, no matter if it is covered in Elementary or not.			
This draft needs to be reorganized to make more instructional sense for age appropriate depth, order, and to make sure that all history is taught at from 7th grade on, no matter if it is covered in Elementary or not.			
This draft should not be adopted. If standards are to be changed, they must represent an improvement over existing standards. I believe the previous standards are far superior to those in this draft.			
This draft should not be adopted. There are not enough history standards that are included. the few history standards that are included are impossible to teach without context. For example, you cannot teach the Holocaust without teaching WWII.			
This inquiry based set of standards does a much better job of preparing students to be engaged, informed, and competent researchers than do the prior, content based standards.			
This is much needed to timely educate our youths.			
This needs to be revised heavily to reflect a more appropriate flow of content.			
This should not be adopted until revisions are made. View other states around us and see what their standards are. We should be teaching our kids about the same things as other states.			
This should not be adopted. 7th and 8th grade standards in this proposal are impractical and irrational expectations for teachers to cover and for students to be engaged.			
This standard draft should be adopted			
This standard draft should be adopted. I look forward to seeing the positive impact that these improved standards have on students of all backgrounds in Arizona.			

Adoption

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This standards draft should be adopted. I look forward to seeing the positive impact that these improved standards will have on students of all backgrounds in Arizona.			
This standards draft should be adopted. In this era of globalization, it is a disservice to our students to not educate them about the global communities they live in and will no doubt work in when they become adults. I look forward to seeing the positive impact that these improved standards have on students of all backgrounds in Arizona, empowering them with education that will make them global citizens of the world.			
This standards draft should be adopted. It will give students a better outlook of world events.			
This standards draft should be adopted. should impact all diverse backgrounds			
To advance a curriculum that commentes a culturally divers society, this draft is a good step forward.			
We need to separate the social sciences, and require credits in geography instead of trying to incorporate it into a social studies class. Get rid of global studies, bring back history of Western Civilization instead, then have a credit of geography added to graduate.			
We should adopt this Draft as our new standards. These standards are broken down better historically and allows a better flow/deeper rigor. In fourth grade, the standards allow for more cross curricular options as well. These standards allow students to not only explore their past but compare it to current issues. For example, when looking at colonization and the Declaration of Independence, students can compare the rights written down by the fore fathers to those still begin debated today. This topic/level of knowledge will give students a better perspective on their world and create a level of excitement through high interest topics.			
Well done. It places the space for educators to be in touch with academic goals. similuar tomthat of higher Ed educator			
With a few tweaks, these standards should be very easy to use and should increase the students' exposure to critical information that will help them gain higher order thinking skills.			
With revisions, this SS Standard should be adopted.			

Adoption

With some minor modifications, this should be adopted.			
With the changes mentioned, I agree with adopting this Draft			
YES			
yes			
Yes they should make changes as our society is changing and different cultures are here and kids are going to schools and interacting with each other. Education about other cultures and religions will help them understand and respect each other.			
Yes, Arizona's State Board of Education should adopt this Draft as the standard with comments that are given to make any necessary changes.			
Yes, ASBE should adopt this standards draft. I believe these kinds of changes will have positive and measurable impacts on students of all backgrounds in Arizona.			
Yes, but the working groups should have a say in the final draft to be put before the board. The teachers and other groups who worked on the standards are content experts and professionals, and their judgement should be of the utmost value in this process.			
Yes, I strongly support the adoption of Sikhism on the department of educations website. This will allow students to learn the important of diversity and help the community come together as a whole. As a US citizen, I feel that it is extremely important that we support all religions/cultures and believe it helps reduce criminal behavior and increase unity.			
Yes, please adopt.			
Yes, the AZ's State Board of Education should adopt this Draft to enlighten the students and to expand their horizon.It will be beneficial for all students.			
Yes, these standards should be adopted as they will have a positive impact on the knowledge level of AZ high school graduates.			
Yes, this draft should be adopted.			
Yes. Definite improvement over current standards. Current standards are too specific and do not allow teachers to explore topics in depth.			
You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how n=many days they show up at school. Professionals do not need and should not be permitted to have a union.			
You should not adopt this. Please read the K-5 standards and then bring in some kids the corresponding age and try to talk to them to the depth written in these standards.			

Kindergarten

Question				
What would you like the working group to consider as they revise the Kindergarten History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	As a community we have to teach our children of every nation.	no		not specific enough to address
	Do not teach / NA	no		not specific enough to address
	History - Of comparing cultures would be difficult to do at this age.	no		not specific enough to address
	I believe our current standards are adequate and best serve our students. Lets look to the AzMerit scores of those students who have been exposed to CC for the past (6) years. If those results are not a clear statement of the failures of CC I don't know what is. I pose this question; how long will we let students drown under CC before we finally understand the true problem in achievement and the lack there of is genuflecting to the next fix all that takes teachers away from doing what teachers do best; teach their content.	no		not specific enough to address
	I do not teach this grade level, but looking over them they seem appropriate and can lead to growth in future grade levels.	no		not specific enough to address
	I feel the Inquiry Elements are over reaching	no		not specific enough to address
	I teach 8th grade. I don't know what they need, but most kids come to Jr. High & 7th grade is the first they get this subject. So I didn't really read the lower grade's standards.	no		not specific enough to address
	I think teaching them about primary and secondary sources might be a stretch, but the rest looks reasonable.	no		not specific enough to address
	It is not unknown that Arizona has a reputation of being below the bar when it comes to the education system. We think these standards are a step n the right direction to increase rigor and being to amend that stigma.	no		positive comment
	K.H1.1 does not seem to fit with kindergarten.	no		not specific enough to address
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	LEAVE THE STANDRADS THE SAME	no		not specific enough to address
	More advanced work	no		not specific enough to address
	More time for social studies. This topic is typically pushed to the side based on state testing and preference.	no		Curriculum/LEA decision

Kindergarten

Not only focus on them being citizens, but also some related but basic history content knowledge. If I were a parent of this grade level, I teach my own kid more in-depth history, in addition, to focus on being a citizen. Kids are very curious and always seek the response to why	no		Instructional decision
Please clarify ideas and suggestions for each standard so that teaching will be consistent across the board.	no		Instructional decision
Please consider teaching about Sikhism	yes	No action needed, it is already included.	it has been addressed
Please consider the balance of wording that clarifies expectations without unnecessary wording that distracts from the meaning.	no		not specific enough to address
Please focus on being clear and concise with each standard. Focus on making it an easy to use tool for teachers, and straightforward enough for parents and community members to understand.	yes	Formatting changes will be made and supporting documents included.	will be addressed
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	no		not specific enough to address
Primarily, adopt the Trivium model of education beginning with the grammar phase followed by the logic phase in middle grades and finally the rhetoric stage in HS. Your standards are not age appropriate at the lower grades.	no		Curriculum decision
Remove the storyline - see the comment above.	yes	Non-negotiable. Storylines indicate progression at each grade level.	will be addressed
Start teaching basics of Sikhism.	yes	No action needed, it is already included.	it has been addressed
Students need to learn about their place in the world and the world around them.	no		not specific enough to address
Teach scientific facts vs theology.	no		not specific enough to address
That the world is full of diversity. Additionally, it will allow them to have an open mind when they are older and to not stare at people who wear turbans.	no		not specific enough to address
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	yes	No action needed, it is already included.	it has been addressed

Kindergarten

	The amount of time Administration actually allows for elementary teachers to cover Social Studies. In the 2 districts I have worked for, students are lucky if they get a class period a week in this subject, it appears to be more 15 minutes a week. Schools typically take Social Studies to make up for poor time management by the teacher or needs of the school. With these new standards schools must be more closely monitored for compliance with time allotment for the subject.	no		Curriculum/LEA decision
DONE	The introduction to the constitution and more information on how the country was found. The true story of the pilgrims and how this country came to be the great nation it is.	yes	Included in K.H4.1	Constitution-addressed at later grades/Pilgrims-instructional/curricular decision
	You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how n=many days they show up at school. Professionals do not need and should not be permitted to have a union. Civics in kindergarten?	no		not specific enough to address
Question				
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the Kindergarten Science Standards?	Comment	Actionable	Action taken	Notes
	Again, I think trying to teach them about primary and secondary sources is going to be a stretch.	yes	Will remain as standard is age appropriate and students will only be exposed to primary and secondary artifacts.	In kindergarten, students are only learning to use primary and secondary resources.
	Good	no		positive comment
	I have many notes and am meeting on the 9th of April to make suggestions.	no		not specific enough to address
	I know too little about elementary social studies to comment on this - I trust the group to make informed and appropriate decisions.	no		positive comment
	I like that the disciplinary skills and processes build in each consecutive grade. I would just simplify the heading.	yes	Adequate explanation for teacher understanding.	
	I would like them to abandon CC altogether.	no		not specific enough to address
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	Less wordy, more concise so that all who read the standards can understand them.	no		not specific enough to address
	most of these are attainable	no		positive comment

Kindergarten

Page 13K.SP1.1 and K.SP2.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
spell out what it means to write like a geographer, historian, sociologist....same for speaking about content and reading content in expert manner.	no		Curriculum/LEA decision
Teach scientific facts vs theology.	no		not specific enough to address
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	yes	No action needed, it is already included.	it has been addressed
The Disciplinary Skills and Process is a good addition to the standards and compliments each area.	no		positive comment
To help kindergartners	no		not specific enough to address

Question

What would you like the working group to consider as they revise the **Civics Standards in the Kindergarten History and Social Science Standards?**

Comment	Actionable	Action taken	Notes
Civics standards seem fine.	no		positive comment
good start	no		positive comment
I like the new standards for Civics as it lends to building from the bottom up in understanding what human expectations should be. Processes, rules, rights and responsibilities all great to teach young learners early and consistantly. They are simple and direct.	no		positive comment
I think the Civics standards are completely appropriate for kindergartners	no		positive comment
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address
Not required that early.	no		not specific enough to address
Page 14K.C2.1, K.E2.1, K.G1.1, K.H1.1, K.H4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
Putting the standards into practice - especially respect and responsibility.	no		not specific enough to address
Teach scientific facts vs theology.	no		not specific enough to address

Kindergarten

	The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	yes	No action needed, it is already included.	has been addressed
	The civics standards are grade level appropriate.	no		positive comment
Question				
What would you like the working group to consider as they revise the Economics Standards in the Kindergarten History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	Basic money skills...learning different coins and values, different jobs, life cycle of money and how the economy works.	no	Not specific enough to be addressed.	curriculum/money is covered in later grades
	good	no		positive comment
DONE	In section K.E2.1, resources such money, time and add relationshipsIn section K.E2.2, the in and out of school settings' can be replaced with in various settings or eliminated completely.	yes	Changes made in document.	K.E2.1-"relationships" is not specific enough/K.E.2.2-committee will consider using "various settings" instead of "in and out of school settings"
	It allows for the teacher to provide what is applicable to the students in her/his class at present time without restrictions.	no		positive comment
	It would be nice if there were some added bullet points to clarify exactly what they want the children to understand and know.	no	Not specific enough to be addressed.	instructional decision
DONE	K.E2.1 Explain how needs... There is no such thing as a 'need' in economics. Everything is a want. You must learn to prioritize wants and make choices accordingly. Check with any economist, this content is WRONG.Regarding the internal comments in green, money and time are NOT resources.Resources are land, labor, capital and entrepreneurial skill. For Elementary we say natural, capital, and human. But again, money and time are not resources.Also, at this grade level you can use the term scarcity . We define* it a little differently for younger children, but they can understand it at this grade level. *Not being able to have everything you want.So they would be doing things like: Explain out how trade can be used to obtain things you want;Identify institutions such as libraries, banks, and schools in my community,Explain why we cant have everything we want (scarcity!!) and why we must make choices.Define goods and services and identify people in our community who provide goods and services.	yes	Remove bullet.	instructional decision
DONE	K.E2.2 does not need to state in and out of school settings . It can be changed to various settings or eliminated completely.	yes		Committee will consider changing the terminology to "various settings"

Kindergarten

K.E2.2 Needs a bullet point (or further explanation) of the word 'costs'.	no		instructional/grammar
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address
More activity based learning about money.	no	Curriculum/Instruction/LEA decision	Curriculum/Instruction/LEA decision
Not required that early.	no		not specific enough to address
Page 14K.C2.1, K.E2.1, K.G1.1, K.H1.1, K.H4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
Teach scientific facts vs theology or political views.	no		not specific enough to address
They're fine	no		positive comment

Question	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the Geography Standards in the Kindergarten History and Social Science Standards?				
DONE	As a geography educator, I would suggest the following revisions. K.G1.1 Use, explore, and construct maps, graphs, and other geographical representations of familiar places. Key concepts include but are not limited to graphing local weather and mapping the classroom.K.G1.2 Explore locations and physical features in stories shared.Human-environment interactions are essential aspects of human life in all societies. K.G2.1 Practice recycling.K.G2.2Explain why water is important.K.G2.3 Explain how weather impacts humans.Science linkages are: K.E1U1.3 Observe, record, and ask questions about temperature, precipitation, and other weather data to identify patterns or changes in local weather. K.E1U1.4 Observe, describe, ask questions, and predict seasonal weather patterns; understand how those patterns influence plants and animals (including humans). K.L2U2.6 Ask questions about and explain the differences between properties of living and nonliving things.	yes/no	Changes made in document	K.G1.1- instructional decision K.G1.2-instructional decision K.G2.1- see science standards, K.G2.2- instructional decision K.G2.3- instructional decision /no-K.E1U1.3, K.E1U1.4, K.L2U2.6- science standards
	Do not teach / NA	no		not specific enough to address
DONE	exposure to the world map	yes	Change K.G1.1 to read: Use, explore and construct maps, graphs and other geographical representations to support content focus.	commented in a later grade
	good	no		positive comment

Kindergarten

If we are to teach about the child's world around them, introducing continents, oceans etc. are not things that most of my students have ever seen or heard of. I don't feel taking time in a busy year to teach that is appropriate.	no		not specific enough to address
It would be great if the students could try to memorize not just the definitions but examples of the physical features and where they are (like the Sahara Desert).	no		instructional decision
Leaning different countries and continents	no		not specific enough to address
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address
Only the basics.	no		not specific enough to address
Page 14K.C2.1, K.E2.1, K.G1.1, K.H1.1, K.H4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Changes made in document	will be addressed
Teach scientific facts vs theology or political views.	no		not specific enough to address
The geography portion is relevant.	no		positive comment
The geography standards are clear and easy to understand.	no		positive comment
Yes	no		positive comment

Question

What would you like the working group to consider as they revise the **History Standards in the Kindergarten History and Social Science Standards?**

Comment	Actionable	Action taken	Notes
Arizona Native Americans are a key influence on Arizona's current culture. I feel this point is missed.	yes	Already addressed in K.H.1.1	Included in comparing cultures. See K.H.1/Curriculum and instructional/ Native American culture taught at later grades
I agree with the structure and suggestions used in the History Standards given	no		positive comment
K.H1. Add (s) to compare one's own culture- many children in AZ come from mixed cultural backgroundsAdd identify cultural symbols (songs, shapes, clothing, foods, language, jewelry, other identifiable cultural indicators	yes	Culture is a collective term, and encompasses mixed cultural backgrounds. Adding cultural symbols is up to LEA's.	Curriculum and Instruction decision
K.H1.1 seems to fit with 1st grade more	yes	Fits the storyline for kindergarten	Fits the storyline for kindergarten
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address

Kindergarten

More US History emphasis. Not as much social studies and community information. While that is great to learn, true US history and the constitution is more important for our kids to learn. We need to go back to the basics of learning the preamble of the constitution and what it means. We need to teach our children about the early presidents and their impact on our country.	yes	U.S. History is taught in later grades. U.S. History is addressed in kindergarten at a developmentally appropriate level through K.H.2.1 and K.H.4.1.	U.S. History taught in later grades/U.S. History is addressed in kindergarten at a developmentally appropriate level
Page 14K.C2.1, K.E2.1, K.G1.1, K.H1.1, K.H4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	Committee will consider
Teach scientific facts vs theology or political views.	no		not specific enough to address
The addition of Origin of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	it has been addressed
The addition of Sikhism, the 5th largest world religion, to Arizona's standards is a monumental step toward inclusive education. These standards show an increased commitment to students of diverse backgrounds and I applaud the Department of Education for this important progress.	yes	No action needed, it is already included.	it has been addressed
The history standards could include cross-curricular standards that support these objectives	yes	Supporting Documents will include cross-curricular alignment documents.	Instructional decision
They're fine.	no		positive comment
why just Native cultures? I feel symbols can be extended maybe per teacher preference.	no	curriculum/instructional decision	curriculum/instructional decision
Yes	no		not specific enough to address

First Grade

Question				
What would you like the working group to consider as they revise the First Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	I do not feel qualified to comment on early childhood education. Rather, I will confine my comments to high school.	no		not specific enough to address
	I teach 8th grade. I don't know what they need, but most kids come to Jr. High & 7th grade is the first they get this subject. So I didn't really read the lower grade's standards.	no		not specific enough to address
	I think it's great that the U.S. symbols and holidays have been moved to K-1 since they are much simpler concepts and don't need to be commented as much in 2nd grade. I think it would be helpful to specify which symbols are commented in which grades or least to list in the standards which are review and which are new to save instructional time. I would like to see some citizenship standards in there somewhere for K-2.	yes	US symbols and holidays addressed in 1.H4.1. Citizenship addressed in K-2 Civics standards.	Symbols are specifically addressed in each grade. /Citizenship standards are included in kinder and 1st grade civics standards
DONE	If we are to follow our storyline, then the examples need to eliminate anything that moves away from it. For example, we shouldn't use Egypt as an example when we should be focussed on our local community, including the US community.	yes	Change bullet under 1.H1.1 to read: Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.	will be addressed
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	Make the content more rigorous or provide content that can be made rigorous.	no		not specific enough to address
	More American History	no		already addressed in the standards/instructional/curriculum decision
DONE	More of an emphasis on the constitution and early founding of the country. I am going to say this for every grade... so I might as well not waste my time or yours whoever is reading this. I feel the overall, all of the standards do not go in depth enough about US History and the constitution. I feel it is BENEFICIAL for every student to learn the preamble and the amendments and all of the documents that made this country great. They need to be studied at every grade level going in depth a little more each year. Kindergartners should be learning the preamble and it should be repeated every year after. Kids should be able to name all of the US presidents in order and possibly something impactful that they did for the country.	yes/no	reword adding: Explain and explore origins of key American symbols, traditions and leaders... U.S. History is taught in later grades. U.S. History is addressed in First Grade at a developmentally appropriate level through 1.H4.1.	Yes-Workgroup wording suggestion: 1.H4.1 Explain the historical significance of key American symbols, traditions, and leaders as well as their importance from the past to the present in our country. No-Instructional decision/taught in later grades (preamble and U.S. presidents)
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes	Modifications were made for clarification.	needed for progression

First Grade

Remove the storyline.	yes	Non-negotiable. Storylines indicate progression at each grade level.	needed for progression	
Sikhism	no		not specific enough to address	
Teach about Sikhs and their religious values.	yes	No action needed, it is already included.	already addressed in the standards	
Teach scientific facts vs theology or political views.	no		not specific enough to address	
The amount of time Administration actually allows for elementary teachers to cover Social Studies. In the 2 districts I have worked for, students are lucky if they get a class period a week in this subject, it appears to be more 15 minutes a week. Schools typically take Social Studies to make up for poor time management by the teacher or needs of the school. With these new standards schools must be more closely monitored for compliance with time allotment for the subject.	yes	Refer to "Assumed Average Minutes per Day" suggested on page 9 of standards draft.	instructional	
DONE	yes	Change bullet under 1.H1.1 to read: Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.	will be addressed	
The storyline states that students will understand their local community functions. On page 17 under History the key examples that are included are Egypt, Mesopotamia, China. The time frame for those key examples are not in the present. Key examples can include would be better.	yes	Change bullet under 1.H1.1 to read: Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.	will be addressed	
They're fine.	no		not specific enough to address	
You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how n=many days they show up at school. Professionals do not need and should not be permitted to have a union.	no		not specific enough to address	
Question				
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the First Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	Any changes need to take the storyline into account.; staying focused on the local/US Communities and the diverse cultures that exist here.	yes	Done	already addressed/instructional
	I would like to see that it supports the local community (diversity in the classroom, school, city, state and country) wording in the storyline.	yes	Done	already addressed/instructional
	Leave the standards the same.	no		notes
	Leave the standards the way they are now.	no		not specific enough to address
	Page 151.SP1.1 and 1.SP2.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
	Teach scientific facts vs theology or political views.	no		not specific enough to address

First Grade

	The community needs to be at the forefront of all standards.	no		already addressed/instructional
	They're fine.	no		positive comment
Question				
What would you like the working group to consider as they revise the Civics Standards in the First Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	Keep as is.	no		positive comment
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	Page 161.C3.1, 1.C3.2, 1.C3.3, 1.G1.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
	Teach scientific facts vs theology or political views.	no		not specific enough to address
	They're fine.	no		positive comment
Question				
What would you like the working group to consider as they revise the Economics Standards in the First Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	1.E2.1 Explain how needs... There is no such thing as a 'need' in economics. Everything is a want. You must learn to prioritize wants and make choices accordingly. Check with any economist and they will say this content is incorrect.Also, not rigorous enough. They could be doing things at this grade level like:Describe how people in the community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services;Differentiate between exchange and barter;Define money as anything that is accepted in exchange for goods and services, most commonly it is in the form of paper bills and coins; Recognize that when a choice is made, something is given up; Explain that people work to earn income to buy the things they want.Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in our community.	no	LEA control	instructional decision
	In reviewing the Economic standards, I noticed some redundancy in standards and believe principles of Economics could be built on from the previous year's standards rather than to be retaught each year, particularly in the elementary standards. 1.E2.1 and 1.E2.2 (1st grade) are identical to K.E2.1 and K.E2.2 (kindergarten) In first grade the concept of the circular flow should be introduced.	yes		will be addressed

First Grade

In reviewing the Economic standards, I noticed some redundancy in standards and believe principles of Economics could be built on from the previous year's standards rather than to be retaught each year, particularly in the elementary standards.ø1.E2.1 and 1.E2.2 (1st grade) are identical to K.E2.1 and K.E2.2 (kindergarten) In first grade the concept of the circular flow should be introduced.	yes	Standards are taught in context with the storyline which changes the instructional focus.	Standards are taught in context with the storyline which changes the instructional focus.
Keep as is.	no		not specific enough to address
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address
Teach scientific facts vs theology or political views.	no		not specific enough to address
They're fine.	no		positive comment

Question	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the Geography Standards in the First Grade History and Social Science Standards?				
DONE	Any changes should relate back to the storyline and needs to focus on local/US communities.	yes	Change to read: Use, explore and construct maps, graphs and other geographical representations to support content focus.	instructional
DONE	As a geography educator, I would suggest the following revisions:1.G1.2 Identify materials that make up the Earth's surface.2.G1.2 Use grid to locate places.1.G3.2 Compare places past and present.Science linkages are: 1.E1U1.5 Obtain, evaluate, and communicate information about the properties of earth materials.	yes	changes made in document	1.G1.2- instructional, 1.G3.2- instructional other suggestions are 2nd grade/science related/instructional
	Do not teach / NA	no		not specific enough to address
	feel that the familiar and unfamiliar places should be connected to the community (classroom, school, city, state, country).	yes	changes already made	instructional
	I know too little about elementary social studies to comment on this - I trust the group to make informed and appropriate decisions.	no		not specific enough to address
DONE	I think the students should also be familiar with natural and man-made landmarks and where they are. For example: Mt. Fuji and the Taj Mahal.	yes	Does not align with 1st grade storyline, but is addressed in future grades. Landmarks will be added to History standards.	Does not align with the storyline
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	Page 161.C3.1, 1.C3.2, 1.C3.3, 1.G1.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.Page 171.G2.1, 1.G3.1, 1.H1.1, 1.H4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed

First Grade

	Teach scientific facts vs theology or political views.	no		not specific enough to address
	Tie into the community.	no		not specific enough to address
Question				
What would you like the working group to consider as they revise the History Standards in the First Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
DONE	1.H1.1 List in chronological order to avoid later confusion. Add to example list India/plumbing and sanitation. 1.H4.1 United States Capital should be Capitol	yes	Chronological order is a curricular decision made by LEAs. Change spelling of Capital to Capitol.	will be addressed/will replace Capitol with Capital
	Keep as is.	no		not specific enough to address
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	Page 171.G2.1, 1.G3.1, 1.H1.1, 1.H4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
	Teach scientific facts vs theology or political views.	no		not specific enough to address
	The addition of Sikhism's value alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already addressed
	They're fine.	no		positive comment

Second Grade

Question				
What would you like the working group to consider as they revise the Second Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	I teach 8th grade. I don't know what they need, but most kids come to Jr. High & 7th grade is the first they get this subject. So I didn't really read the lower grade's standards.	no		not specific enough to address
	I think a lot of the history standards have been dumbed down because they are now so vague. We currently teach entire units about US Colonization, the Revolutionary War and Westward Expansion. The entire Strand of World History has also been removed.	no		not specific enough to address
	I'd like to know more information about the societal institutions and their belief systems. Are you talking about religion? If so, second grade is way to early to have a discussion about the different major religions of the world.	no		not specific enough to address
	In the 2nd grade standards some examples would be helpful. Which cultures (2.SP2.1), historical events/developments (2.SP4.2), and regions (2.G4.1)? Are there certain ones recommended for 2nd graders? I understand the ELA texts provided by the district will help guide, but some specifics would be appreciated for consistency statewide.	yes	LEA decision that may be based on ELA selection choices but must be done within the context of the storyline.	instructional
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	More American history weaved into the standards.	no		not specific enough to address
	My question in economics is exactly how in depth do 2nd Graders need to go in each of these topics? Some examples of possible essential questions might be helpful.	yes	Supporting documents will be provided	instructional
	Page 18 First Paragraph - remove last sentence that was added by ADE: 'The Standards in...the state.'	yes	This statement was provided for clarification purposes	will be addressed
	Please don't be so vague. I get that we will be teaching all these standards, but I would like to know exactly what civilizations.	no		not specific enough to address
	Please include Revolutionary War and Westward Movement.	no		covered in later grades
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	no		will be addressed
	Provide specific examples of some activities or tasks for the students to do to help me learn what I am supposed to be teaching. This applies to ALL the Social Science standards as part of my feedback.	no		curriculum/instruction
	Remove the storyline.	yes	Non-negotiable. Storylines indicate progression at each grade level.	needed for the progression
	Sikhs and their beliefs.	no		not specific enough to address
	Teach scientific facts vs theology or political views.	no		not specific enough to address

Second Grade

The amount of time Administration actually allows for elementary teachers to cover Social Studies. In the 2 districts I have worked for, students are lucky if they get a class period a week in this subject, it appears to be more 15 minutes a week. Schools typically take Social Studies to make up for poor time management by the teacher or needs of the school. With these new standards schools must be more closely monitored for compliance with time allotment for the subject.	no		instructional
The historical communities for second grade are a stretch. Developmentally they do not see a difference between Martin Luther King, Jr.s time and Ancient China. To them it was a long time ago and has very little relevance to their lives today. They love to learn about other cultures, especially children, from all over the world. The learning would be more cohesive for the students if it was all related to the recent times.	yes	The purpose of the second grade standards is to develop students skills through the context of historical times, events, and people. This helps to develop some historical background for the content that they will encounter in higher grades as well as reinforce the topics covered through ELA integration.	instructional
The language used is too vague. If I attempted to turn these into I Can statements,my kids would be so confused. It needs to be more specific and not so broad. A new teacher, parents, substitutes or anyone not having taught the last five years would not be able to decipher exactly what is supposed to be taught.	no		standards are not objectives/instructional
They're fine.	no		positive comment
You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how n=many days they show up at school. Professionals do not need and should not be permitted to have a union.	no		

<u>Question</u>				
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the Second Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	2.SP1.2 needs to be more specific. Perhaps giving examples of what past events might affect students' lives or community. As a teacher I'm not sure what you're getting at. Is this personal events in their own lives, bigger events in the community such as tragedies, movements, or immigration enforcement that may have direct impact on students or even bigger scope of events such as historical moments (if so, which ones) that impact our day to day lives such as civil rights or women's suffrage & rights. 2.SP1.3 is also very vague and unclear. There should be specific historical changes listed here so we know which ones to discuss. If left this way teachers will each have to pick their own events that they think are significant .	yes	LEA decision that may be based on ELA selection choices but must be done within the context of the storyline.	instructional
	How are we going to ensure the standards are being taught in a cohesive manner across mydistrict much less the state?	no		not specific enough to address
	I know too little about elementary social studies to comment on this - I trust the group to make informed and appropriate decisions.	no		not specific enough to address

Second Grade

I like the idea of focusing on where students are at developmentally however I think some of the standards are still not written at the appropriate grade level.	no		not specific enough to address
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address
Page 192.SP2.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
Teach scientific facts vs theology or political views.	no		not specific enough to address
The skills and processes seem to be adaptable to any grade level. The chronological reasoning would need to be concrete things, instead of historical ideologies. For example, Morse Code - telegraph - telephone - cell phone. However, these don't seem to fit as a standard. They are more like adaptable 'skills and processes' to other content standards. They also need to be chosen to go along with the big ideas in the other standards. Perhaps these are listed separately just like the inquiry elements.	yes	LEA decision that may be based on ELA selection choices but must be done within the context of the storyline.	instructional/district decision
They're fine.	no		positive comment

Question

What would you like the working group to consider as they revise the **Civics Standards in the Second Grade History and Social Science Standards?**

Comment	Actionable	Action taken	Notes
I think they should re-evaluate the wording and make the standards focus on The World Around Me. Students need to see the relevance in these topics.	yes	The standards are taught in the context of the storyline.	will be addressed
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address
Overall it looks good. I'd like to see something in here added about the branches of government. It appears that the roles of government is now in 1st grade, but I didn't see anything about the specific branches and I worry that only getting that information in 1st grade and without the correct terms (legislative, executive, judicial) that students will not retain or fully understand government.	yes	Although not specifically stated in the standards, the topic is taught within the context of the storyline.	addressed in later grades
Teach scientific facts vs theology or political views.	no		not specific enough to address
The civic standards are great to get them to realize more about the world around them as they move from being egocentric to being a functioning part of a community.	no		positive comment
These are appropriate second grade standards. They teach students to look at their possible participation in the world around them.	no		positive comment
They're fine.	no		positive comment

Question

What would you like the working group to consider as they revise the **Economics Standards in the Second Grade History and Social Science Standards?**

Comment	Actionable	Action taken	Notes
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Second Grade

2.E4.1 Describe the services that governments provide.Modify to: Describe the goods and services that governments provides and explain how they pay for them by taxing or borrowing.Add:1. List the different ways to allocate goods and services and explain why no method of distribution can satisfy all wants. 2. People's views of rewards and penalties differ because people have different values. Therefore, an incentive can influence different individuals in different ways 3. Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.In the E3 section, there is nothing about trade? Add something like:People and countries voluntarily exchange goods and services because they expect to be better off after the exchange	yes	Taxation is too complex developmentally for 2nd graders. 1. Scarcity is addressed but within a developmentally appropriate level. 2. Incentives are addressed but within a developmentally appropriate level. 3. Addressed in standard.	will be addressed
Again, very vague in several areas. Specifically, 2.E1.1 needs examples of specific types of jobs or skills. Otherwise it's up to teachers to list what they can think of as valuable off the top of their heads which won't be a complete list and certainly won't provided any kind of consistency of instruction throughout the state. 2.E4.1 is also extremely generalized. The specific services that we are expected to teach should be listed here.	yes	specifics are an LEA decision	will be addressed
I love the economics piece. It's a great idea to expose students at every grade level and scaffold on their knowledge base. My concern would be knowing how in-depth does second grade go? Again, the standards need to be more specific and measurable.	yes	specifics are an LEA decision	positive comment
I would like to see how to relate or tie these in to the History and Social Studies Standards. How does the state envision this in the classroom.	no		not specific enough to address
In reviewing the Economic standards, I noticed some redundancy in standards and believe principles of Economics could be built on from the previous year's standards rather than to be retaught each year, particularly in the elementary standards. 2.E1.1 and 2.E1.2 (1st grade) are identical to 1.E1.1 and 1.E1.2 (1st grade)	yes	Standards are taught in the context of the storyline which changes in complexity from grade to grade.	standards are applied to different contexts
In reviewing the Economic standards, I noticed some redundancy in standards and believe principles of Economics could be built on from the previous year's standards rather than to be retaught each year, particularly in the elementary standards. These can be eliminated.2.E1.1 and 2.E1.2 (1st grade) are identical to 1.E1.1 and 1.E1.2 (1st grade)	yes	Standards are taught in the context of the storyline which changes in complexity from grade to grade.	will be addressed
Leave the standards the same.	no		not specific enough to address
Leave the standards the way they are now.	no		not specific enough to address
Teach scientific facts vs theology or political views.	no		not specific enough to address
The economics standards would fit well with the world around me theme. Students could look at many aspects of a country, including why they people live the way they do.	no		positive comment
They're fine.	no		positive comment

Question

Second Grade

What would you like the working group to consider as they revise the Geography Standards in the Second Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	As a geography educator, I would suggest the following revisions:2.G1.2 Describe how human activities affect communities and the environment of places or regions. 2.G2.3 Describe the positive and negative effects of using natural resources.Science Linkages are: 2.E1U3.6 Analyze patterns in weather conditions of various regions of the world and design, test, and refine solutions to protect humans from severe weather conditions.2.E1U4.7 Construct an argument from evidence regarding positive or negative changes in water and land systems that impact humans and the environment.	yes	addressed	will be addressed
	I would like to see a standard added here about differentiating between city, state, country, and continent. It isn't until 2nd grade that students can really grasp that concept, but it shouldn't wait until 3rd grade or later for them to discuss and understand those differences.-I do love the specificity in 2.G1.1 bullet points. I would like to add bullet points there (or somewhere) to list the types of maps or map features they are expected to know/use. The current standards list alpha numeric grids, title, compass rose-cardinal directions, key/legend, and symbols. Those details make it very clear what students are expected to know and be able to do. Those are no longer listed in these new standards.	yes	grids are addressed in first grade: other comments have been addressed.	will be addressed
	I'm really excited about bringing in more geography into the standards. Students are very unaware of their physical placement in the world. I think this will allow them to begin to understand how big the world is and how people have shaped that world.	no		positive comment
	Leave the standards the same.	no		
	Leave the standards the way they are now.	no		
	Map skills are so important. I was surprised when began to teach that there was not a lot of geography standards. I feel the standards listed in this draft are very well rounded.	no		not specific enough to address
	Page 202.G1.1, 2.G1.1 - two different standards have the same number. AND: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.2.G2.1, 2.G3.1, 2.H1.1, 2.H1.2, 2.H1.3, 2.H3.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
	Provide some ideas/examples so there is consistency statewide	yes	specifics are an LEA decision	will be addressed
	Teach scientific facts vs theology or political views.	no		not specific enough to address
	They're fine as long as the kids memorize where those things are.	no		instructional
	This is one area of the standards that I feel is well written and sets a good amountof specifics for teachers to know how to teach. I think kids have a lack of understandingof geography and these concepts will greatly improve that.	no		positive comment

Second Grade

Question				
What would you like the working group to consider as they revise the History Standards in the Second Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	2.G2.1, 2.G3.1, 2.H1.1, 2.H1.2, 2.H1.3, 2.H3.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	will be addressed
	I like how these standards compare the past to the present. Our students will be able to relate to the topics being taught and get a deeper understanding of not just WHAT they are learning but WHY as well.	no		positive comment
	It's a little vague about place or region studied - what places or regions?	yes	specifics are an LEA decision	will be addressed/curriculum/instruction
	Leave the standards the same.	no		not specific enough to address
	Leave the standards the way they are now.	no		not specific enough to address
	Provide some ideas/examples so there is consistency statewide	yes	specifics are an LEA decision	will be addressed
	Teach scientific facts vs theology or political views.	no		not specific enough to address
	The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	has been addressed
	The standards for history need to be more specific in terms of the actual delivery method of the standard (ie. Ancient China or what cultures?)	yes	instructional methods are an LEA decision	will be addressed
	This becomes difficult for second graders to understand. Most of the history standards are clearly written to compare the world the student lives in to the worlds of others. With the understandings of second graders, they would not really understand a past comparison versus a comparison to somewhere else in the world. I think that these should clearly define recent cultures versus past cultures.	yes	LEA decision that may be based on ELA selection choices but must be done within the context of the storyline.	will be addressed
	Which societies and cultures exactly should educators be commenting so all of our students advance with a similar knowledge base? This is way too vague.	yes	LEA decision that may be based on ELA selection choices but must be done within the context of the storyline.	will be addressed

Third Grade

Question				
What would you like the working group to consider as they revise the Third Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	AZ state history should remain in 4th grade	yes		progression
	Because of testing and reading requirements in 3rd grade I worry moving Arizona to 3rd grade will mean Arizona is not taught (currently very little ss is taught in 3rd grade because of other requirements. I disprove Arizona moving to this grade level for this reason!)	no		assessment and instruction
	Creating a focus of Arizona history in 3rd grade is unnecessary. It has previously been taught in 4th grade and it has been sufficient.	no		vague - AZ will no longer be taught in 4th grade
	Every school in AZ will need to buy new social studies textbooks now for 3rd and 4th.	no		funding
	History of Sikh Gurus.	no		vague
	I don't know why you are trying to move AZ history down to third grade from fourth grade. State history across the country is taught in 4th grade. The sophistication you are expecting out of kids age 8-9 is not appropriate. Truly, read those standards and then try to chat with an 8/9 year old about the AZ Constitution or the 22 Native American tribes located in AZ. I don't know why you are trying to move state history down to third grade when it is beyond them in sophistication and in most states state history is 4th grade. So students moving into or out of AZ will be poorly equipped for history/social studies if they do so anytime during or after 2nd grade. In inquiry elements, distinguishing between primary and secondary sources is a 4th grade standard.	yes		progression; related to standards
	I feel like there is a TON of history information all smashed into one grade level. If the lower level history standards weren't so vague then they could help to cover some of those things. I also think that since 2nd grade currently teachers Colonization, Revolution, and Westward Expansion it seems silly to place that as an extra thing on the already jam packed 3rd grade standards. They should be put back in 2nd grade.	yes		standards; progression; clarity
	I know too little about elementary social studies to comment on this - I trust the group to make informed and appropriate decisions.	no		vague
	I teach 8th grade. I don't know what they need, but most kids come to Jr. High & 7th grade is the first they get this subject. So I didn't really read the lower grade's standards.	no		vague

Third Grade

I would like that consolidation and modification of standards be made in order to realistically tie this into a week along with ELA, Math, Language, Specials, and Computer Science. While tribal law is important, it is challenging enough for a 3rd grader to comprehend local v. state laws. It seems as though it is an advanced topic.	yes (consolidation) no (tribal law)		consolidation - organization and clarity tribal law - instruction
I would like the group to consider what type of curriculum we will be receiving to follow so that we are able to sufficiently teach the new standards.	no		curriculum
I'm glad state history is still in the standards. I have no problem with it moving to 3rd grade.	no		positive feedback!
Keep Arizona in the fourth grade, there is already an established curriculum built over the last few decades. Local history is often more complex than the public thinks. You have to include national and international trends when considering local ones. Just because something happened in this location does not make it easier to understand.	no - established curriculum yes - progression		no - established curriculum yes - progression
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
More American history weaved into the standards.	yes - appendices for clarity		
Nationally, 4th grade studies their state. This will make it difficult to find resources that are written at a 3rd grade lexile level, since most state text is written for 4th graders.	no - funding, textbooks and resources		
Page 21 First bullet point: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	add comma before including; Modifications were made for clarification.	
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes - standards; clarity	Modifications were made for clarification.	
Remove the storyline.	yes- key concepts	Non-negotiable. Storylines indicate progression at each grade level.	
Since the reading test is of prime importance in third grade, it is common practice in schools (especially those with lower test scores) to put additional time into reading achievement so their third graders pass the test. The learning of Arizona history, geography, civics, and economics may be put aside in favor of this additional time on reading skills and comprehension. 4th grade is the perfect time for students to learn about their state. I would switch the storylines for 3rd and 4th grades.	yes - progression no - instruction		

Third Grade

<p>The amount of time Administration actually allows for elementary teachers to cover Social Studies. In the 2 districts I have worked for, students are lucky if they get a class period a week in this subject, it appears to be more 15 minutes a week. Schools typically take Social Studies to make up for poor time management by the teacher or needs of the school. With these new standards schools must be more closely monitored for compliance with time allotment for the subject.</p>	<p>no - instruction; LEA issue</p>		
<p>The area of Civics needs to be more clear and specific, there are too many subtopics. 3.H3.1 needs to be more clear as to how much information is necessary regarding each event because it is their first exposure. Consider more modern/current events or more events that are particular to Arizona's history.</p>	<p>civics - yes (clarity and organization) 3.H3.1 - yes (clarity) current events - no(instruction)</p>		
<p>The content of the material being taught is not an appropriate level for this age group.</p>	<p>yes - progression</p>		
<p>The group should consider adding more than just the history of Arizona.</p>	<p>yes - progression; standards</p>		
<p>The key concepts are too advanced for third graders. There needs to be less to focus on to allow us to go deeper.</p>	<p>no - instruction</p>		
<p>The political piece needs to be made more age-level appropriate.</p>	<p>no - instruction</p>		
<p>The third and fourth grade standards should be flipped. In second grade, students study the world around them. The logical progression from there is to then look more specifically at regions and cultures of the Americas. Then, in fourth grade, the focus would be on Arizona specifically so that it is a precursor to a focus on the United States as a whole in 5th grade.</p>	<p>yes - progression</p>		
<p>The third grade students will not get the full comprehension of the AZ history start to finish. They aren't developmentally ready for all of it.</p>	<p>no - instruction</p>		
<p>The United States needs to be looked at first before diving into AZ history.</p>	<p>yes - progression</p>		
<p>The working group needs to consider that the 2018 draft version has ALL 4th grade standards. Many of these concepts are not developmentally appropriate as students struggle to understand the differences between local and state....then to add tribal law into the mix will confuse them further. They need to have a firm understanding of basic city and state levels BEFORE asking them to learn about the VERY DIFFERENT Tribal laws and government structures.</p>	<p>no - instruction</p>		
<p>They're fine.</p>	<p>no</p>		

Third Grade

<p>You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how many days they show up at school. Teach responsibility and less selfishness.</p>	<p align="center">no</p>		<p align="center">personal opinion</p>
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<p align="center">Question</p>				
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<p>What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in Third Grade History and Social Science Standards?</p>	<p align="center">Comment</p>	<p align="center">Actionable</p>	<p align="center">Action taken</p>	<p align="center">Notes</p>
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<p>I would like the group to consider what type of curriculum we will be receiving to follow so that we are able to sufficiently teach the new standards.</p>	<p align="center">no - curriculum</p>		
<p>It seems as though many can be integrated to ELA standards, but the evaluation of student learning would be focused on ELA , not social studies. How would we consider this integration when using standards based grading?</p>	<p align="center">no - instruction</p>		
<p>Leave the standards the same.</p>	<p align="center">no - unclear</p>		
<p>Leave the standards the way they are now.</p>	<p align="center">no - unclear</p>		
<p>Many of these standards are similar to what we already focus on in ELA, so these are doable and make sense.</p>	<p align="center">no</p>		
<p>Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!</p>	<p align="center">yes - progression</p>		
<p>Seems okay.</p>	<p align="center">no</p>		
<p>These are great, they fit very well with the ELA standards. No revisions necessary.</p>	<p align="center">no</p>		
<p>They're fine.</p>	<p align="center">no</p>		

<p align="center">Question</p>				
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<p>What would you like the working group to consider as they revise the Civics Standards in Third Grade History and Social Science Standards?</p>	<p align="center">Comment</p>	<p align="center">Actionable</p>	<p align="center">Action taken</p>	<p align="center">Notes</p>
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Third Grade

3.C3.1 says to distinguish the difference between national and state governments. according to the new standards, the US constitution and branches of government are not introduced until grade 5. I am not sure how we can teach them to distinguish the two governments if US government has not yet been introduced. I do not think the Arizona Constitution and branches of government should be introduced to students prior to the United States constitution and branches of national government. Students should be familiar with the structure of national government, in my opinion, before becoming familiar with state government.	yes - progression		
I would like the group to consider what type of curriculum we will be receiving to follow so that we are able to sufficiently teach the new standards.	no - curriculum		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
Page 223.C1.1, 3.C3.1, 3.E1.1, 3.E1.3, 3.E2.1, 3.E2.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity		
Please see my other comments about this. This is too much. Really, this sounds like a college class.	no - instruction		
The area of Civics needs to be more clear and specific, there are too many subtopics.	yes - organization		
The civics section makes sense EXCEPT the tribal concepts. The tribal concepts are VERY different than other areas of our civic focus and would easily confuse our third graders.	no - instruction		
These students are only eight years old.	no		
They're fine.	no		

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Economics Standards in Third Grade History and Social Science Standards?				
	Add two more like this: 1. Identify famous entrepreneurs from Arizona, explain what risks they took, and how their product/idea/or business benefits Arizona. 2. Provide examples of how productivity has changed in Arizona during the past 100 years.	yes - standards		
	Economics section looks okay to me. It would be challenging, but achievable.	no		

Third Grade

I know too little about elementary social studies to comment on this - I trust the group to make informed and appropriate decisions.	no		
I would like the group to consider what type of curriculum we will be receiving to follow so that we are able to sufficiently teach the new standards.	no - curriculum		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
Page 223.C1.1, 3.C3.1, 3.E1.1, 3.E1.3, 3.E2.1, 3.E2.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity		

Question

What would you like the working group to consider as they revise the **Geography Standards in Third Grade History and Social Science Standards?**

Comment	Actionable	Action taken	Notes
As a geography educator, I would suggest the following revisions:3.G2.1 Explain how people modify and adapt to their Arizona environment. Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the variety of Arizona Tribal Nations and the use of Arizona's natural resources.Global interconnections and spatial patterns are a necessary part of geographic reasoning. 3.G4.1 Describe how Arizona has changed over time. Key concepts include but are not limited to Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, the variety of Arizona Tribal Nations, plants, land use, animals. Science Linkages are: 3.L1U2.6 Develop and use models to explain that plants and animals have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction. Would be good if they put an emphasis on AZ in the Sci Standard if this the year they study Arizona.	yes - wording		
I like the focus on geography of Arizona for third grade. Learning locations around our state is beneficial for third grade. HOWEVER, 3.G2.1 is too broad and inappropriate for third grade.	no - instruction		

Third Grade

I think some of the concepts in grades 1 and 2 (namely, identifying physical and human features on maps) should remain in grade 3 or higher. My students often struggle to identify physical and human features on maps, and yet now this has been moved to 1st and 2nd grade. If my third graders struggle with it, I am not sure how we are going to expect 1st and 2nd graders to do it. I also do not like that all of the geography standards for third grade and up are centered around one specific concept (in this case, the history of Arizona). My students learn to love geography because of the wide variety of geography lessons we do. Yet now everything I teach has to relate to the history of Arizona. So students are not going to enjoy geography the way they used to, because the only thing we can study in geography is the geography of our state.	no - instruction		
I would like the group to consider what type of curriculum we will be receiving to follow so that we are able to sufficiently teach the new standards.	no - curriculum		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
No revisions necessary as long as K-2nd do their part. It is a nice step up from K-2nd grade.	no!		
Page 233.G1.1, 3.G2.1, 3.G3.1, 3.H1.1, 3.H2.1, 3.H3.1, 3.H3.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity		
Seems okay.	no		
These look strong for third graders and appropriate.	no		
They're fine.	no		

<u>Question</u>				
What would you like the working group to consider as they revise the History Standards in Third Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	3.h1.1 Key Concepts include Asian Americans (for example, Chinese in Southern Arizona, Japanese in Central Arizona) and Pacific Islanders	yes - wording		
	3.H3.1 needs to be more clear as to how much information is necessary regarding each event because it is their first exposure. Consider more modern/current events or more events that are particular to Arizona's history.	no - instruction		
	AZ History should remain in 4th grade	yes - progression		

Third Grade

Focusing on Arizona history is unnecessary at this grade level. Understanding a general history of the country and the state is an age appropriate topic.	yes - progression		
History is important, but the way the 2018 draft is structured in this section, the concepts are too broad for third grade to cover.	no - instruction		
I think this is where I think tribal lessons/concepts should be included - maybe in geography as well, but I think it is too much to ask that they understand tribal economics and civics as well.	yes - standards		
I would like the group to consider what type of curriculum we will be receiving to follow so that we are able to sufficiently teach the new standards.	no - curriculum		
Learning about Arizona history will have no relevance to an eight-year-old. They need to be learning the basics of different historical time periods.	yes - standards; no - instruction		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
Page 233.G1.1, 3.G2.1, 3.G3.1, 3.H1.1, 3.H2.1, 3.H3.1, 3.H3.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
The addition of Sikhism history alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	no		
These standards need a lot more detail so I know what I'm supposed to teach. I'd like examples of people who impacted . . . art, language, architecture, mining, agriculture, and innovations. in 3.H1.1. Who are the explorers, settlers, trappers, missionaries, and colonizers you are referring to? Who are key people in the history and development of Arizona? Giving us a few examples will help us understand exactly what you expect us to focus on. The old standards provided examples, and that was very helpful to me. In 3.H3.1, are we only supposed to focus on women's rights, segregation, etc. as they apply in Arizona? So if we're studying segregation, do we only discuss segregation in the state of Arizona? Again, some specific examples of conflicts over rights and freedoms that we should discuss would be helpful.	yes - clarity (appendices)		

Third Grade

They're fine.	no!		
This may be too much. Arizona history has always been taught in fourth grade. It seems as though Social Studies, too, has decided to shove more rigorous curriculum to a younger age. These children are just beginning to be aware of others. With that self-awareness comes the opportunity to teach children about their place in a class community, school community, and local community.	yes - progression		
With the pressure that is put on 3rd grade teachers, I think it is a huge mistake to put Arizona history in this grade level. I think the storyline piece should be removed altogether because that is dictating curriculum.	yes - progression; wording; key concepts		

Fourth Grade

Question				
What would you like the working group to consider as they revise the Fourth Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	4th Grade has always been know your state year. 3rd grade and 4th grade should be changed.	yes-progression		
	4th Grade should be studying their state. This is done nationally. The text that is written for state studies at 4th grade lexile level. Arizona studies should be kept in 4th grade.	yes-progression		
	Again, as mentioned previously, the third and fourth grade standards should be flipped.	yes-progression		TX, CA, UT - checked = true
	AZ History should remain in 4th grade	yes-progression		
	AZ history should remain in 4th grade. Why does AZ always think they have to be different than the rest of the country. Consider the kids.	yes-progression		
	Do not remove Arizona Studies from 4th grade. Draft standards have replaced a time honored study of Arizona history and civics with difficult concepts such as 4C1.1 comparisons between Europeans and American Indians with respect to governmental structure and views on property ownership and land us, colonial governments including representative assemblies...etc. 4th grade students rarely know the difference between a state, country, and continent. They don't understand Europe and don't know it is made up of different countries. Their frame of reference is their neighborhood and city. Instruction currently is about state and the southwest region, which is much more developmentally appropriate. Another example is that 4th graders study geography of Arizona based on the three regions. In the new standards 4G1.1 human and physical features of the Americas, trade and exploration routes....settlement patterns including the development of the Southern, Mid-Atlantic, and Northern colonies, American Indian Nations, and the 13 colonies. This one standard is far too complex and broad for a 9-10 year old. Young children learn best by learning about the place they live and how it is organized. They will not be able to grasp such complex studies.	yes - progression		

Fourth Grade

Do not remove AZ studies from 4th grade. Draft standards have replaced a time honored study of AZ history and civics with difficult concepts such as 4C1.1. 4th grade students rarely know the difference tween a state, country, and continent. They don't understand Europe and don't know it is made up of different countries. Their frame of reference is their neighborhoods and city. Instruction currently is about their state and the southwest region, which is much more developmentally appropriate. Another example is that 4th graders study geography of AZ based on the three regions. In the new standard 4G1.1, one standard is far too complex and broad for a 9-10 year old. Young children learn best by learning about the place they live and how it is organized. They will not be able to grasp such complex studies.			
Do not teach / NA	no		
Go back to the Arizona standards for 4th grade!!!!	yes - progression		
Having taught 4th grade, I always thought that AZ history was too short and that more was needed. The current draft reflects a fair cross section of information which would better prepare these students for what they will cover in 5th grade.	no!		
History of Sikhism.	no - vague		
I am really excited that we will be teaching more American History versus Arizona in the fourth grade standards. Having said that, I feel that resources will also need to be provided by state or districts down the road. These standards are very general which is great if your a veteran teacher, however, with more sensitive topics and multiple perspectives, teachers are going to need more guidelines/resources when teaching, especially new teachers.	no - curriculum and resources		
I do not feel qualified to comment on early childhood education. Rather, I will confine my comments to high school.	no - vague		
I do not feel that 4th graders are ready to tackle the subject of slavery in great depth.	no - instruction		
I like how these standards are organized in time order	no!		
I like them to associate the standards based on how these standards are linked to their daily lives.	no!		
I love the inclusion of all the americas!	no!		
I teach 8th grade. I don't know what they need, but most kids come to Jr. High & 7th grade is the first they get this subject. So I didn't really read the lower grade's standards.	no		
I would leave 4th grade as Arizona studies. (see comments for 3rd grade)	yes - progression		

Fourth Grade

In some cases the depth of complexity is too high for the grade level. (Example 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.) Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers)- , how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, and how religious beliefs of groups like the Quakers and Spanish missionaries like Bartolome de las Casas led to questions about the morality of slavery and ideas of equality)	no - instruction		
Keep Arizona history at the fourth grade level, there is already an established curriculum written over the last few decades. Ancient history should not be relegated to the lower grades, it is more complex due to a lack of evidence.	yes - progression		
Keep AZ Studies in 4th grade.	yes - progression		
Keep the Arizona focus for fourth grade.	yes - progression		
Keep the key points under each standard. That gives more understanding to teachers as they read the standards.	yes - organization		
Leave the standards the same.	yes - progression		
Leave the standards the way they are now.	yes - progression		
Many of the 4th grade standards for social studies are not age appropriate. The standards seem to be very disorganized. 4th Grade should have kept Arizona as their main focus. Most states around the country do state history at 4th grade because it is age appropriate and provides a good foundation for teaching US history at 5th grade. Students are going to struggle with many of the standards listed for this age. Are there 4th grade teachers represented on this committee?	no - instruction; yes - progression and organization		
More American history weaved into the standards.	no - instruction		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
Moving away from Arizona history is unnecessary. Students currently have the opportunity to learn about early people in Arizona. Students need the initial background that 3rd grade offers by giving a general look at major historical events so 4th grade can see how these events affected the state of Arizona.	yes - progression		

Fourth Grade

<p>Page 24The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.</p>	<p>yes - clarity</p>	<p>Modifications were made for clarification.</p>	
<p>Please consider moving the Arizona concepts back to fourth grade. This is appropriate content for fourth graders, and this is the materials fourth grade teachers currently have created on our own with our own money. The suggested standards are not appropriate for fourth grade students. They are also vague and confusing. Please consider the age level and interests of the students.</p>	<p>yes - progression; no - funding and resources</p>		
<p>Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.</p>	<p>yes - clarity related ot standards</p>		
<p>Remove the storyline</p>	<p>yes - key concepts</p>	<p>Non-negotiable. Storylines indicate progression at each grade level.</p>	
<p>Return Arizona history to grade level 4, so that teachers can use the masterpiece text Arizona's History, which was written for 4th graders. 4th grade teachers have gathered and created materials for Arizona history - it's the one area where the demands of Language Arts and Math teachers have been overridden by teachers whoa re devoted to teaching it.</p>	<p>no - resources</p>		
<p>Some standards need to be recommented as they are not age appropriate or they do exist without appropriate historical context. Example, 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights. Arizona History and Social Science Standards Draft Released on March, 2018 Page 26 (Key concepts include but are not limited to slavery and the slave trade, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas)</p>	<p>yes - progression</p>		
<p>State history needs to be in 4th grade as 4th grade is where other states teach about their state.</p>	<p>yes - progression</p>		
<p>The amount of time Administration actually allows for elementary teachers to cover Social Studies. In the 2 districts I have worked for, students are lucky if they get a class period a week in this subject, it appears to be more 15 minutes a week. Schools typically take Social Studies to make up for poor time management by the teacher or needs of the school. With these new standards schools must be more closely monitored for compliance with time allotment for the subject.</p>	<p>no - LEA decision</p>		

Fourth Grade

The Arizona history standards need to stay in fourth grade. It's much more age appropriate and lends itself to their 5th grade year as they transition from the one state to US history.	yes - progression		
These standards are complex and would be better put at the Middle School level.	yes - progression		
These standards are not appropriate for 4th grade students. The concept will be very difficult for them to make any type of connection. This is also a bad time for the state of Arizona to make any changes in any standard. Most districts can not afford to buy new text books and with the investigation I have done. there is hardly any supplemental materials for teachers to purchase to be able to teach these standards at all, much less in the grade you have placed them.	yes - progression; no - funding		
They're fine.	no!		
This is a long time to spend on this period, so there should be ample opportunities to explore the different cultural groups represented in the Americas.	no!		
Why is it that you feel the need to differ from every other state in the nation. Leave state studies in fourth grade. If families are moving around they are going to miss big chunks of learning because you had to be different Plus who will fund new text books and materials for districts that are already out of funds?	yes - progression; no - funding		
You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how many days they show up at school. Teach real history, not revisionist history.	no		personal opinion

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the Fourth Grade History and Social Science Standards?	4th grade students generally struggle to see different perspectives, yes 4SP2.1 wants them to take on multiple perspectives on multiple issues and events. This could take all year to teach.	no - instruction		

Fourth Grade

4th grade students generally struggle to see different perspectives, yet 4SP2.1 wants them to explain why individuals and groups during the same historical period differed in their perspectives on issues and events such as indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians. This is something that would take all year to teach.	no - instruction		
Again, the proposed standards do not appear to be topics that would be of interest to or comprehensible by typical fourth grade students. These topics seem to be geared more for higher level students such as middle school or high school. Please consider rearranging the proposed standards to topics related to Arizona history and more meaningful content.	yes - progression		
For 4.SP3.3 the word judge should be traded out for evaluate . It would better match to the Inquiry Element 3.	yes - wording		
I like the rigor of these standards and how they can be combined with the four core concepts.	no		
Keep the time frame limited to America's discovery and the people who lived here prior to that time, not going back to the Aztec and Maya, etc.	yes - standards		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
No changes to Social Studies Standards for K-5. The concepts are too difficult.	yes - progression		
Page 254.SP1.3, 4.SP2.1, 4.C1.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
Reading is going to be difficult, since primary sources from this time have a high vocabulary and complexity. I would suggest heavy reliance on the multiple perspectives angle.	no - instruction		
Too difficult for fourth grade - seems more geared for middle school	yes - progression		
Where in the Prehistoric Americas would they like this grade to begin?	no - instruction		

<u>Question</u>				
What would you like the working group to consider as they revise the Civics Standards in the Fourth Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes

Fourth Grade

Liberty, justice, equality, and individual rights would be a difficult concept even for more developed learners, and they have a different context at this time. The distinction seems more difficult than it's worth.	yes - progression		
4.C2.1 - Asking 4th graders to understand the actual wording of the Mayflower Compact, without major scaffolding is irresponsible. This also is a big ask without the groundwork of World History to place the need of the Compact and its importance into context.	no - instruction		
4C1.1 is so complex and wide ranging that is is far outside the realm of what a typical child can understand. Our current standards are for students to understand state government levels and responsibilities, 3 branches of government and their jobs, and civic responsibilities. This took several weeks and students still struggle to master concepts, but they are able to relate to many of our current standards because of their life and social experience.	no - instruction		
Again 4C1.1 Evaluate civic virtues and democratic principles within a variety of government structures, societies, and or communities within the Americas....comparisons between Europeans and American Indians with respect to governmental structure and views on property ownership and land use, colonial governments.....and PreColumbian cultures throughout the Americas. This is not developmentally appropriate for 9-10 year olds. Our current standards are for students to understand state government levels and their responsibilities, the 3 branches of government and their jobs, and civic responsibilities. These are still difficult for children to master, but they are able to relate to many of our current standards' concepts because of their life and social experiences.	no - instruction		
For 4.C1.1 I think the word Evaluate should be traded out for Analyze In the key concepts, the verb is compare. Evaluate has a judgment quality that is not needed to meet this standard.	yes - wording		
Key concepts - comparisons between European and American Indians with respect to governmental structure and views on ownership - too broad of a category with everything else included in Social Studies for 4th grade.	yes - clarity; key concepts (appendices)		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
LEAVE THE STANDARDS THE SAME	no - vague		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		

Fourth Grade

Page 254.SP1.3, 4.SP2.1, 4.C1.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for. Page 264.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
Please keep 4C2.1 because it teaches our students how important it is to exercise all their rights to being a good citizen.	no		
Please keep the civics section as is on the draft. I like how this section can be Incorporated with the Disciplinary skills and history. This will allow civics to be covered more in-depth as well as making it more relevant for students as they learn about these topics.	no		
State history has always been taught in 4th grade and should remain in that grade. (This is national.)	yes - progression		
The proposed standard 4.C2.1 is appropriate and seems meaningful. Please consider changing the rest back to relating to Arizona.	yes - progression		
They're fine, but it would be good to reinforce the ideas of individual rights and responsibilities.	no - instruction		
too much political correctness..how about how government works today?	yes - wording		
What would they like the students to know in this area as it relates to the monetary flow of... (see Economics Standards)	no - vague		
You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how many days they show up at school. Teach real history, not revisionist history. Not how communism works.	no - vague		

Question

What would you like the working group to consider as they revise the **Economics Standards in the Fourth Grade History and Social Science Standards?**

Comment	Actionable	Action taken	Notes
Scarcity, choice, opportunity, cost, and risk are rather abstract concepts for many 8th graders - I can't imagine 4th graders making much headway here.	no - instruction		

Fourth Grade

4E2.1 is a standard that is so complex, it could be taught all year. It is not something that young children can fully comprehend when they are currently learning about goods and services in their own community and what taxes and and their use.	no -instruction		
Add:1. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	yes - standards related		
Again, please change back to Arizona (5 Cs, AZ industries, etc.)	yes - progression		
Economics today	no - vague		
For 4.E3.1 I think the words, Describe and discuss should be traded out for Compare or Analyze. I am unsure how discuss is the best verb for this standard.	yes - wording		
In 4th grade while key economic concepts can be easily geared to social studies/history, I also believe economic principles can be seen in children's literature. It seems to pigeon whole the teacher a bit to be this specific on concepts. While I realize the suggestions 'are not limited to' those listed, if you don't have a background in Economics, it would be helpful to suggest literature as other options. This can be done in all grades actually, K-8.	yes - clarity (appendices)		
In 4th grade while key economic concepts can be easily geared to social studies/history, I also believe economic principles can be seen in children's literature. It seems to pigeon whole the teacher a bit to be this specific on concepts. While I realize the suggestions 'are not limited to' those listed, if you don't have a background in Economics, it would be helpful to suggest literature as other options. This can be done in all grades actually, K-8.	same comment as above		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
Once again, 4E2.1 reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies. This is one standard that could be taught all year. It is not something that young children can fully comprehend when they are currently learning about goods and services in their community and what taxes are and how taxes are used.	no - instruction		

Fourth Grade

Page 264.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity (appendices)	Modifications were made for clarification.	
State history has always been taught in 4th grade and should remain in that grade. (This is national.)	yes - progression		
This standard has been typically given less time. With these new standards it helps the educator achieve what is written.	no		
What would they like the students to know in this area as it relates to the monetary flow of...(see Civics Standards)	no - vague		

<u>Question</u>	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the Geography Standards in the Fourth Grade History and Social Science Standards?				
	4G3.1 encompasses far to many areas to study and none of them are within the realm of what a 4th grader could understand.	no - instruction		
	4G3.1 encompasses far too many areas to study and none of them are within the realm of what a 4th grader could understand	same comment as above		
	Again, please change back to Arizona.	yes - progression		

Fourth Grade

<p>revisions:4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, settlement patterns including the development of the Southern, Mid-Atlantic, and Northern Colonies, and the thirteen colonies 4.G2.1 Compare different ways people or groups of people have modify and adapt impacted, modified or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources.4.G3.1 Explain how the location and use of resources affect human settlement and movement.Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas.4.G3.2 Explain how nature impacts humans and how humans can identify problems and design solutions.4.G3.3 Explain how movement of people diffuses cultural ideas and practices.4.G4.1 Explain the positive and negative effects of increasing interdependence of different groups, countries, and new settlements. Key concepts include but are not limited to trade, mercantilism, the development of new technologies and the use of natural resources. Science Linkages are: 4.E1U2.6 Obtain, analyze, and communicate information to support</p>	<p>yes - wording; related to standards</p>		
<p>I think that understanding how the seas are navigated and how different types of travel are important to their lives.</p>	<p>no - vague</p>		
<p>Leave the standards the same.</p>	<p>no - vague</p>		
<p>Leave the standards the way they are now.</p>	<p>no - vague</p>		
<p>More geography</p>	<p>no - vague</p>		
<p>Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!</p>	<p>yes - progression</p>		
<p>Page 264.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.</p>	<p>yes - clarity</p>		
<p>State history has always been taught in 4th grade and should remain in that grade. (This is national.)</p>	<p>yes - progression</p>		
<p>These all seem appropriate, valuable, and worthwhile.</p>	<p>no</p>		

Fourth Grade

These are great standards because they focus on elements of geography, rather than focusing on map reading skills.	no		
These are wonderfully written as is. It helps to go beyond just map skills. These standards comment how to apply these skills to that knowledge.	no		
They're fine.	no		
You missed the boat completely. Start by going back to the standards of the 1950s & 1960s when most kids could still read and write when they graduated. Revise the teacher education system at university level, so the teachers are not taught to brainwash the kids. Eliminate the AEA, so teachers get paid based upon performance, not how many days they show up at school. Teach real history, not revisionist history. Teach the real world, not their imaginary world.	no - vague		

<u>Question</u>				
What would you like the working group to consider as they revise the History Standards in the Fourth Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	4.H1.1 Could use clarification when constructing a historical narrative. Would the students be using primary documents to write a historical fiction narrative or answering a questions, the class came up with?	no - instruction		
	4.H3.1 - the Department added information needs to be pared down. Asking 4th graders to understand the nuances of how religions influenced cultural changes is not developmentally appropriate for the age.	yes - clarify; wording		
	4H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas . This sounds like a college course, not a 4th grade standard.	no - instruction		
	4H3.1 Sounds like a college course, not a 4th grade standard.	no - instruction		
	Again, please change back to Arizona	no - vague		
	AZ History should remain in 4th grade	yes - progression		
	I don't understand 4.H1.1 when it says construct historical narratives . I am unsure about what this standard requires from the student. Do they answering the questions they previously generated? Are they summarizing key events?	yes - clarity		
	I would like for supplies, books, and resources be provided for these major changes in standards.	no - funding; resources		
	Keep Arizona standards in fourth.	no - vague		
	Leave the standards the same.	no - vague		
	Leave the standards the way they are now.	yes - progression		

Fourth Grade

Let 4th-grade teachers keep Arizona history! I'm extremely frustrated that 4th graders are being pushed into parts of history they are not ready to even understand. They barely understand what a state is. Students at this age don't understand what a town, county, state, United States or North American Continent is, how are they going to understand the history of other things without first gaining this understanding?	yes - progression		
Make sure that it will align with the 5th grade standards so that the 5th grade teacher can pick up where 4th grade left off with minimal review.	yes - standards		
Move Arizona back to 4th grade where it can be effectively taught. OR - have it cross 3rd and 4th so that it is taught. We will have a huge hole in student learning about our state if it is kept solely in 3rd grade. This MUST be considered!	yes - progression		
Page 274.H1.1, 4.H2.1, 4.H2.2, 4.H3.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
State history has always been taught in 4th grade and should remain in that grade. (This is national.)	yes - progression		
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	no		
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	no		
The first two seem fine, but 4.H3.1 is again very abstract and full of difficult concepts. I can't imagine 4th graders able to articulate these distinctions in any meaningful way.	no - instruction		
The standards have to be 'on line' with their daily lives versus going back as far as a time before the dinosaurs.	no - vague		
While studying early people is an important part of history, spending an entire year on it at such a young age seems unnecessary.	no - instruction		

Fifth Grade

Question				
What would you like the working group to consider as they revise the Fifth Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	Fifth should do ancient civilizations. It just seems that that whole content/standard is too far removed from where the upper grades are heading.	yes - progression		
	I do not feel qualified to comment on early childhood education. Rather, I will confine my comments to high school.	no - vague		
	I teach 8th grade. I don't know what they need, but most kids come to Jr. High & 7th grade is the first they get this subject. So I didn't really read the lower grade's standards.	no - vague		
	I think that 5th grade currently teaches the U.S. History standards that are on the new proposed Social Studies standards. I believe it would be more beneficial to keep going with the same momentum from 4th - 6th grades and make the topics more related.	yes - progression		
	I'm happy to see these build on the 4th grade standards and basically leave off where they ended in American History. There was too much too cover effectively in terms of American History in the previous standards	no		
	Keep US history in 5th.	yes - progression		
	Leave the standards the same.	no - vague		
	Leave the standards the way they are now.	no - vague		
	Most 5th grade classes are unable to cover the amount of history content that they currently have. Adding another 200 years to the content is out of the question.	yes - progression		
	Page 28The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes - clarity	Modifications were made for clarification.	
	Remove the storyline.	yes - key concepts	Non-negotiable. Storylines indicate progression at each grade level.	
	Sad to see colonial America cut out	no		
	The amount of time Administration actually allows for elementary teachers to cover Social Studies. In the 2 districts I have worked for, students are lucky if they get a class period a week in this subject, it appears to be more 15 minutes a week. Schools typically take Social Studies to make up for poor time management by the teacher or needs of the school. With these new standards schools must be more closely monitored for compliance with time allotment for the subject.	no - LEA decision		

Fifth Grade

The material in grade 5 is too difficult for them AND IT IS NOT LINEAR. It would make MUCH MORE sense to take the concepts in 6th and put it in 5th. This way it is all early civilizations.If you do that, then not change what is taught.	yes - progression		
These standards are complex and would be better to put in a higher level. 4th, 5th, and 6th grade standards should be switched in order to compensate for the higher order of thinking that is required to understand the intricacies of US History.	yes - progression		
This grade seems pretty heavy on information. Some concepts would be more appropriate to focus on in later grades.	yes - progression		
This is a very large span of time and a very ambitious series of goals. Seems like quite a bit for 5th graders to take in and make sense of.	no - instruction		
We would like the group to continue to consider national standards/other states standards. Consider they are user friendly and easy to understand and use.	yes - clarity; organization; wording		
You missed the boat completely. Start by going back to the standards of	no - vague		

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the Fifth Grade History and Social Science Standards?				
	5.SP4.1 is huge - the danger of teaching a mile wide and an inch deep is almost unavoidable. There's very little room for inquiry when so much needs to be covered.	yes - clarity		
	Leave the standards the same.	no - vague		
	Leave the standards the way they are now.	no - vague		
	Overarching concepts are fine just the specifics should comment ancient civilizations instead.	yes - specific		
	Page 295.SP1.3, 5.SP2.1, 5.SP4.1: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
	Teach self responsibility, not selfishness. But they should learn this from	no - vague		
	These skills and processes seem to be important skills to be able to understand the standards but we do not agree with the way they are organized and coded. They appear on the Big Idea grid as another content area when in reality they are habits/processes of good thinking and should be set apart and organized differently than the standards.	yes - organization		
	They're fine.	no!		
<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Civics Standards in the Fifth Grade History and Social Science Standards?				
	5.C2.1 Key concepts- add philanthropy (Carnegie Libraries, for example)	yes - wording		

Fifth Grade

5C31 should not go into depth into the origins of government ideas--- that is a detail that can be saved for later-- at this level it's more important to get across the basic development/roles of government and separation of powers, etc.	yes - standards		
Below are what I would suggest to keep and focus on in 5th:-Describe the origins, functions, and structure of the United States Constitution and the three branches of government.ï,§ Key functions of the United States government are outlined in the Preambleï,§ Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalismï,§ Key organization of the Constitution include the Preamble, seven Articles, and Amendments with the first ten being the Bill of RightsBelow are concepts I believe fit better in the civics studies of 8th grade:-Key origins include historical and philosophical influences like Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, failure of the Articles of Confederation, the Constitutional Convention including the compromises over slavery and representation, concerns over national power and individual rights, and the ratification debates	yes - progression and organization		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Page 305.C2.1, 5.C3.1, 5.C4.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2: The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
Teach it to the teachers first, then maybe the kids would have a chance.	no - curriculum		
There's too little time to cover these adequately with all of the history that	no - LEA decision		
We would recommend the group consider a cross grade level alignment. The content is good, but we would like to see how the flow goes from grade to grade. A vertical articulation so that we can see the story-line and teach it in context of the story-line.	yes - organization (appendices)		

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Economics Standards in the Fifth Grade History and Social Science Standards?				
	â€¢5.E2.1 - too narrow a scope (pre-Revolution to WWI) to apply	no - curriculum		
	â€¢5.E2.1 - too narrow a scope (pre-Revolution to WWI) to apply economic reasoning and decisions of people, groups and societies. Studying entrepreneurs, Shark tank, celebrities, novels here can accomplish the same goal.â€¢The concept of private rights should be introduced along with the other concepts of 5.E4.1. Without the right to own property and profit from it, protected by our government, our domestic economy would not be very prosperous for individuals.	same comment as above		

Fifth Grade

Add:1. Explain that prices change as a result of changes in supply and demand for specific products. 2. Summarize a market economy and give examples of how the American economy exhibited these characteristics.	yes - standards		
I believe that this is the most neglected content area. We don't have a problem with it. We would recommend the group consider a cross grade level alignment. The content is good, but we would like to see how the flow goes from grade to grade. A vertical articulation so that we can see the story-line and teach it in context of the story-line.	yes - organization (appendixes)		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Page 305.C2.1, 5.C3.1, 5.C4.1, 5.E2.1, 5.E3.1, 5.E4.1, 5.E4.2: The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for. Page 315.E5.1, 5.G1.1, 5.G3.1, 5.H2.1, 5.H4.1: The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity		
Teach it to the teachers first, then maybe the kids would have a chance.	/resources		
These could possibly be woven into various topics, but they would certainly recede in favor of all the big events in this curriculum as written.	yes - clarity (appendices)		

<u>Question</u>	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the Geography Standards in the Fifth Grade History and Social Science Standards?				

Fifth Grade

As a geography educator, I would suggest the following revisions:5.G1.1 Use and construct maps and graphs to represent changes in the United States over time. Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic locations of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals Human-environment interactions are essential aspects of human life in all societies. 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world. 5.G3.1 Use geographic tools to analyze the causes and effects of historical, environmental, and technological events on human settlements and migration. Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of technologies on the environment and the growth of cities, and the positive and negative impact of transportation and infrastructure on settlement and migration 5G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions. Science Linkages are: 5.L4U4.11 Obtain, evaluate, and communicate evidence about how natural and human caused changes to habitats or climate can impact populations.	yes - wording related ot standards		
I'd also have them memorize the states.	no - instruction		
Leave the standards the same.	no - vague		
Leave the standards the way they are now.	no - vague		
Page 315.E5.1, 5.G1.1, 5.G3.1, 5.H2.1, 5.H4.1: The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
Teach it to the teachers first, then maybe the kids would have a chance.	instruction		
These seem fine - they would naturally arise in the course of many of the topics featured here.			
We would recommend the group consider a cross grade level alignment. The content is good, but we would like to see how the flow goes from grade to grade. A vertical articulation so that we can see the story-line and teach it in context of the story-line.	yes - organization		

<u>Question</u>	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the History Standards in the Fifth Grade History and Social Science Standards?	Addition of how sikh Gurus sacrificed their lives for humanity .This will	no		
	Do not teach / NA	no - vague		
	Include section on Sikhism so children can learn to appreciate diversity	yes - standards; wording	No action needed, it is already included.	
	Leave the standards the same.	no - vague		

Fifth Grade

Leave the standards the way they are now.	no - vague		
Marbury v. Madison and other cases...Seriously?! These are best left for middle school.	yes - progression		
Page 315.E5.1, 5.G1.1, 5.G3.1, 5.H2.1, 5.H4.1: The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes - clarity	Modifications were made for clarification.	
see #57There is TOO much history crammed into 1 year especially when their understanding of concepts is limited: slavery, racism, injustice, to name a few. This amount of American history is 2 years NOT 1.	yes - standards		
Teach real history, not revisionist history	no - vague		
The addition of Sikhism alongside other world religions will help decrease	no		
These seem excessively vague and make it sound like teachers can choose from a menu of events at the beginning, rather than teaching all of the events as a coherent whole.	yes - clarity (appendices)		
This draft will work well since students will go into world history for 6th	no		
We would recommend the group consider a cross grade level alignment. The content is good, but we would like to see how the flow goes from grade to grade. A vertical articulation so that we can see the story-line and teach it in context of the story-line.	yes - organization (appendices)		

Sixth Grade

Question				
What would you like the working group to consider as they revise the Sixth Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	1. Get rid of Economics 2. Focus more on Geography and Civics	yes	no action taken; appropriate to story line	too vague
	6.H1.1 and 6H1.2 are too vague. The early river civilizations and the classical civilizations should be explicitly stated in these standards. Be more specific identifying the cultures of ancient Egypt, Greece, Rome, etc in these standards.	yes	already stated within the grade level stories, LEA decision	already stated within the grade level stories
	6th grade lost some historical topics that should be included such as meso-america. But they also gained some new topics that keep their amount of curriculum similar to what they had before.	no		opinion
	A possible Social Studies capstone assignment that might otherwise embody multiple levels of skill sets required. A rubric of sorts for how the educational community might emphasize the length to which this skill set should be examined when suggesting that it be a case study approach.	no		curriculum
DONE	Diversity in religious freedom is a founding principle of our democracy, so Including Sikhism in this part of the curriculum alongside other great world religions demonstrates this essential characteristic of our society.	yes	left in Sikhism, struck out verbs within the story line bullets	already present in the grade level story
	Examine the inclusion of Civics and Economics standards. These do not seem like they fit with the overall 6th grade course objective to learn about regions and cultures in the Eastern hemisphere. I would revise them to the objectives that tie directly to the overall goal of the course.	yes	no action taken; appropriate to story line	look at story line to see connections
	Have we dropped the requirements to learn about Native American and MesoAmerican cultures in this grade level? Given the demographics of the state, perhaps they should be taught more at the other grades, and not less.	yes	moved to 4th grade story line	already present in the grade level story
	How to clearly communicate to elementary teachers in a language that is easily digestible. Most elementary teachers are not content specialist in social studies.	yes	PD and supporting documents will be available	focus on clarity/LEAs can handle PDs for new teachers
	I believe that with the correct positive exposure of the Sikh religion in the schools, we as a nation will tend to have less hate crimes and bullying. I strongly encourage including this in the standards.	yes	No action needed, it is already included.	already present in the grade level story
	I strongly encourage the Board of Education to maintain these new standards. There are too many children in our schools who are being bullied because their peers have not been properly educated on Sikhism.	no		vague/already present in the grade level story
	I teach 8th grade. I don't know what they need, but most kids come to Jr. High & 7th grade is the first they get this subject. So I didn't really read the lower grade's standards.	no		vague
	Leave the standards just as they currently are.	no		vague
	Leave the standards the same.	no		vague
	Leave the standards the way they are now.	no		vague
	No oceania and early human can allow the girth for inclusion of indigenous persons globally	no		vague

Sixth Grade

Not sure why there needs to be such a heavy focus on ancient civilizations at this level. The content therein is not very relatable to our students and does not readily apply to their understanding of the world or the workings of our own country. This content seems largely irrelevant. Why not spend the middle band (6-8) looking at US history in a more in-depth and applicable way?	yes	history standards state applicability to modern world; philosophical and historical foundations of US	developmentally and contextually appropriate
Page 32The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	more inclusivity is present
Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes	Modifications were made for clarification.	curriculum being confused as standards content (key concepts)
Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		vague
Since much of the inquiry process is dependent on students effectively communicating their findings using evidence from the disciplinary sources, it would be helpful to have a crosswalk of these standards against grade level ELA anchor standards (particularly those related to research, non-fiction reading, and academic writing).	yes	will be added	utilize inquiry standards
Sixth should be doing the American Rev. and start of the constitution.	yes	already addressed in 5th grade; scope and sequence lends to understanding of foundations of US	opinion
Switch with 5th grade! It will make more sense progressing to 7th and 8th!	yes	scope and sequence lends to understanding of foundations of US	opinion/progression
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions made by Sikh Americans to their communities in everyday life. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already present in the grade level story
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already present in the grade level story
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards	yes	No action needed, it is already included.	already present in the grade level story
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already present in the grade level story
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already present in the grade level story

Sixth Grade

The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already present in the grade level story
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already present in the grade level story
The addition of Sikhism with other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already present in the grade level story
The civics and economics standards do not fit with the ancient world history focus.	yes	no action taken; appropriate to story line	scope and sequence developmentally appropriate
The eighth grade citizenship and civic engagement in today's society content focus should be moved to sixth grade.	yes	scope and sequence lends to understanding of foundations of US; standards allow for civic engagement at all grade levels	opinion/progression
The inclusion of these standards will improve the overall well being of students and will prevent. Bullying to take place. Also it will help educate Sikhism, wincing ia the 5 largest religion in the world.	yes	No action needed, it is already included.	already present in the grade level story
The material in grade 6th IS NOT LINEAR TO THE REST OF THE MIDDLE SCHOOL YEARS. It would make MUCH MORE sense to take the concepts in 5th and put it in 6th. This way it starts of foundation of the rest of the middle school standards. They started with foundations of ancient civilizations (Americas, Eastern hemispheres, etc), then that helps you understand the foundation of the United States into being a world power then into the concepts of 7th.Tackling different religions in 6th grade is difficult and would be more appropriate in 7th. Also giving more specifics here would be helpful as suggestions because it can easily cross into a political issue (separation of church and state).	yes	LEA decisions; grade level band is linear based on story lines; religious teaching about tenets and follows ACLU guidelines	scope and sequence developmentally appropriate
The standards proposed are very similar to the standards currently in place. I think there might be better understanding if the 5th and 6th grade standards were in a continuum.	yes	yes; too vague to address	scope and sequence developmentally appropriate (different grade band)
The students have been learning about their community, then AZ, and then the U.S., but it's always been looking at the big picture and cause and effect relationships. Now a teacher is supposed to go in depth in with case studies for just a few of the times and regions listed. The students aren't going to make as many connections and get a true picture of how the world is developing. It would be better to make this a survey course, and it would be better to have this closer to high school, especially if you change the high school world history to just the second half.	no		curriculum/LEA decision
These standards seem almost identical to what exists currently. What's the distinction here?	no		opinion/rant
To put standards in chronological order and to label the bullet points for easy reference.	yes	chronological order dictates curriculum and instruction; reformatting will take place	standards organized in coherent format of Big Ideas with numerical codes

Sixth Grade

	Unlike some of the other grade level standards, the sixth grade standards did not change significantly from previous standards; however, there is definitely more critical thinking, depth, and inquiry included in the new standards which is important and aligns with the English standards.	no		opinion/statement
Question				
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the Sixth Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	By emphasizing rigor, have we made this subject so boring and tiresome for the students that they will not get any joy from it? At this age, our job should be to spark their interest in these subject matters. Yes, use this class as an extension of ELA, to teach reading and writing using history and geography, but keep it light enough to make it interesting.	no		instruction/teacher discretion
	Consider making connections to corresponding ELA standards. This will help teachers plan across content areas.	yes	supporting crosswalk documents will be provided	refer to inquiry standards/possible supporting document
	It would be helpful to include a Grade Level Skills Progression summary (similar to the one which is included within the NCSS C3 framework). This would better allow teachers to effectively plan learning progressions to move student skills forward throughout the year.	yes	supporting progression documents will be provided	can be in a supporting document
	Leave the standards the same.	no		scope and sequence developmentally appropriate
	Leave the standards the way they are now.	no		scope and sequence developmentally appropriate
	No changes; these are essential social studies skill builders.	no		scope and sequence developmentally appropriate
	Overarching concepts are fine but should be flipped with 5th. Also more specifics to keep the entire state going in generally the same direction would be helpful. Individual creativity is great but these are too broad in some areas.	yes	LEA decision; story lines need to be referenced	scope and sequence developmentally appropriate/refer to grade level story
	S.P2.1 and 2 are difficult to assess.	no		assessment/LEA decision
	Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
	Students need more practice reading and interpreting primary sources and evaluating the relevancy and utility of them.	yes	present in Inquiry standards	present in inquiry standards: Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.
	Support materials	no		vague
	These standards seem almost identical to what exists currently. What's the distinction here?	no		vague...what is different?
Question				

Sixth Grade

What would you like the working group to consider as they revise the Civics Standards in the Sixth Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	6.C1. Add standard on the use of rhetoric, logic and logical fallacies in influencing civic debates. (Greek-Roman connection)	yes	present in Inquiry standards and in ELA standards	present within the inquiry standards: Construct arguments using claims and evidence from multiple sources and present those arguments to authentic audiences using a variety of media
	Do not teach / NA	no		scope and sequence developmentally appropriate
	Focus more on this standard and tie it into character education. This is something that kids really need today and they can grasp it.	yes	addressed in 6.C1.2; can be an LEA decision	curriculum/present within 6.C1.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government. <input type="checkbox"/> Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building
	I think the Civics standards look great!	no		compliment
	Leave the standards the same.	no		scope and sequence developmentally appropriate
	Leave the standards the way they are now.	no		scope and sequence developmentally appropriate
	Page 336.C1.2, 6.E3.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	scope and sequence developmentally appropriate
DONE	Remove the C1 big idea. It does not make sense to focus on key components of the American political system in a class that does not study the United States. This section should use the C3 and C4 big ideas to emphasize the institutions and processes that would influence the design of the U.S. Constitution. In particular, the ideas of the Renaissance and the Reformation.	yes	Standards were reassigned to Big Ideas C2 and C4	scope and sequence developmentally appropriate

Sixth Grade

	Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		vague/opinion
	Support materials	no		vague
DONE	They need to stress respect towards others and personal responsibility.	yes	Standards were reassigned to Big Ideas C2 and C4	curriculum/present within 6.C1.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government. □ Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building
	This age group is perfect for the hands-on learning opportunities like the Model City	no		curriculum
DONE	Why is the focus on the American political system when the Americas aren't commented in any of the standards? Isn't the whole point of global studies to view different systems and cultures objectively?	yes	Standards were reassigned to Big Ideas C2 and C4	discuss possible rewording with "American"/clarity
Question				
What would you like the working group to consider as they revise the Economics Standards in the Sixth Grade History and Social Science Standards?				
	Comment	Actionable	Action taken	Notes
DONE	6.E3.2 Describe the relationship between costs of production and external benefits and costs.Modify to: Describe the various costs of production, including external and internal costs.6.E5.1 Describe the factors that influence trade between countries or cultures.Modify to:Describe the factors that promote and hinder (i.e. trade barriers) trade between countries or cultures.6.E3.2 Identify and explain the relationship between the factors of production and the manufacture of goods and services within different cultures and communities. and the manufacture of goods and services --I honestly don't even know what you are trying to say here?	yes	changed 6.E3.1 to: Describe the relationship between various costs of production and benefits. 6.E5.1 is written to include both "promote and hinder" within "influence." change 6.E3.2 to: explain the influence the factors of production have on the manufacture of goods and services within different cultures and communities.	removing the word "relationship" narrows the focus of the standard

Sixth Grade

Add standard- Explain the role of slavery/serfdom in agricultural production the ancient and medieval Eastern Hemisphere.	yes	addressed within the standard 6.H1.2 with : Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.	can be covered within the standards: • 6.E3.2 Identify and explain the relationship between the factors of production and the manufacture of goods and services within different cultures and communities. <input type="checkbox"/> Key concepts include traditional economic systems, command economic systems, mixed economic systems, and free-market economic systems • 6.E3.2 Analyze the influence of specialization and trade within different cultures and communities in regions studied.
Do not teach / NA	no		scope and sequence developmentally and contextually appropriate
Get rid of this standard. It is way too lofty for 11-12 year olds . Again, many 11-12 year olds today do not even know their multiplication facts!!!	yes	too vague; economics taught at developmentally appropriate level	scope and sequence developmentally and contextually appropriate
I think the Economics Standards look great.	no		compliment
I would remove the 6.E3.2 standards. The basic study of market systems does not fit in the study of a time period that precedes most economic ideas. If it is kept in the standards, it should be: Analyze the influence of specialization and trade within different cultures and communities in regions studied. The focus here would be the origins of free trade as merchants gained more independence in the late medieval and renaissance periods.It should be noted that standards 6.E5.1 and 6.E5.2 should focus on the role of trade including the Silk Road and role in the collapse of feudalism.	yes	addressed in story line and key concepts	narrowing of the standard
Keep the terminology simple. Many 6th graders have not had experience in true economics education	yes	standards are written for teachers	provide supporting document/LEAs provide PD
Leave the standards the same.	no		scope and sequence developmentally and contextually appropriate
Leave the standards the way they are now.	no		scope and sequence developmentally and contextually appropriate
more focus on personal finance and microeconomics	yes	addressed within 8th grade standards	scope and sequence developmentally and contextually appropriate
Page 336.C1.2, 6.E3.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	scope and sequence developmentally and contextually appropriate/more inclusivity

Sixth Grade

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
Support materials	no		vague
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present within the grade level story
The economics standards here and in the 2005 group are too heavy for students this young. Barter and trade, metals and coinage are all that should be introduced here.	yes	developmentally and contextually appropriate	scope and sequence developmentally and contextually appropriate/curriculum and instructional decision
These standards seem almost identical to what exists currently. What's the distinction here?	no		vague
They're fine.	no		compliment
This age group is perfect for the hands-on learning opportunities like the Model City	no		curriculum and instructional decision

Question	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the Geography Standards in the Sixth Grade History and Social Science Standards?				

Sixth Grade

<p>As a geography educator, I would suggest the following revisions: The use of geographic representations and tools helps individuals understand their world. ¶ 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, major countries and cities, ecosystems, climate, languages, religions, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns Human-environment interactions are essential aspects of human life in all societies. ¶ 6.G2.1 Compare different ways people or groups of people have impacted, modified or adapted to the environment of the Eastern Hemisphere. Key concepts include but are not limited to hunter-gather communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and the influence of climate and seasons 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, religion, and land and sea transportation and trade routes. 6.G4.1 Explain why environmental and cultural characteristics vary among different world regions. Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors ¶ 6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. ¶ Key concepts include but are not limited to diseases, war, items and ideas spread along trade routes, and natural disasters. Science Linkages are: 6.E2U1.12 Use a model to show how the tilt of Earth's axis causes variations in the length of the day and gives rise to seasons.</p>	<p align="center">yes</p>		<p>change 6.G1.1's key concepts as a more concise key concept list, change 6.G2.1 to a comparison of human and environment interaction, change 6.G3.1's key concepts as a more concise key concept list</p>
<p>Expand beyond Eastern Hemisphere</p>	<p align="center">yes</p>	<p>too vague; story line is within Eastern Hemisphere</p>	<p>scope and sequence developmentally and contextually appropriate</p>
<p>Go DEEP with the geography standards. Kids barely know about the state they live in, let alone their country, continent or world! They can't even identify the continents and oceans. This is pathetic.</p>	<p align="center">yes</p>	<p>addressed within the story lines; instructional decision</p>	
<p>Leave the standards the same.</p>	<p align="center">no</p>		<p>scope and sequence developmentally and contextually appropriate</p>
<p>Leave the standards the way they are now.</p>	<p align="center">no</p>		<p>scope and sequence developmentally and contextually appropriate</p>
<p>Page 346.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.</p>	<p align="center">yes</p>	<p>Modifications were made for clarification.</p>	<p>scope and sequence developmentally and contextually appropriate/more inclusivity</p>
<p>Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.</p>	<p align="center">no</p>		<p>opinion/rant</p>
<p>Some of these resources are currently not available to us at this time.</p>	<p align="center">no</p>		<p>vague</p>

Sixth Grade

Students need to memorize countries and capitals.	no		curriculum/instructional decision
Support materials	no		vague
These standards seem almost identical to what exists currently. What's the distinction here?	no		vague

Question	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the History Standards in the Sixth Grade History and Social Science Standards?				
DONE	6.H3.2 List example religions chronologically or alphabetically	yes	now listed alphabetically	curriculum choice
	a little more focus on the advances of non-Western civilizations in medieval times (Middle East/North Africa, West Africa, Asia)	yes	already present within the story line; can be added within resources/supporting documents	curriculum choice/present in standards: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. • 6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. • 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations including major contributions and innovations
	Add teachings of other religions such as Sikhism. Despite being the fifth largest religion in the world, there is very little knowledge of it among non Sikh people. As a result Sikh kids are often bullied due to their appearances and specifically the turban. By introducing this religion, the department can create a positive environment for all kids and teach acceptance and respect for all religions.	yes	No action needed, it is already included.	present in grade level story line
	Adding Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line
	adding Sikhism in the standards will increase the awareness of the 5th largest religion and decrease hate crimes amongst sikh americans	yes	No action needed, it is already included.	present in grade level story line
	addition of Sikhism and other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line
	Addition of Sikhism to world religions will decrease bulling and increase awareness. Arizona is in need of diversity education to combat racism	yes	No action needed, it is already included.	present in grade level story line

Sixth Grade

As noted above, I would like the working group to consider whether each standard promotes the main objective of 6th grade Social Science: to learn about cultures and regions in the eastern hemisphere from the earliest civilizations to the renaissance.	yes	will be corrected with the change to the civics standards	present in 4th and 5th grade level story lines
Cover Scientific Revolution and Renaissance	yes	present in 6th and 7th grade story lines/possible tie to Science Standards	present in 6th and 7th grade story lines/possible tie to Science Standards
I believe history will show that the addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line
I believe that with the correct positive exposure of the Sikh religion in the schools, we as a nation will tend to have less hate crimes and bullying. I strongly encourage including this in the standards.	yes	No action needed, it is already included.	present in grade level story line
I strongly support the addition of Sikhism as a part of history classes because I believe that it will help to decrease Bullying and teach students the appreciation of all religions.	yes	No action needed, it is already included.	present in grade level story line
Include meso-america: Incas, Aztecs, Mayans, Toltec civilization.	yes	not Eastern Hemisphere; located within the 4th and 5th grade story lines	present in 4th and 5th grade level story lines
keep Sikhism in the standards	yes	No action needed, it is already included.	present in grade level story line
Leave the standards the same.	no		scope and sequence developmentally and contextually appropriate
Leave the standards the way they are now.	no		scope and sequence developmentally and contextually appropriate
Make them more suitable for 11-12 year olds, and their cognitive abilities. Pare these standards down. Go deep, not wide.	yes	developmentally and contextually appropriate	scope and sequence developmentally and contextually appropriate
My biggest concern is that there is not enough rigor to adequately support the knowledge students will need to prepare them for middle and high school since this is the only time students will interact with Ancient World knowledge.	yes	standards allow for rigor; Ancient world is covered in 4th, 8th, and HS	curriculum/opinion
organize all of it by order of occurrence. It works best to teach history in chronological order.	no		curriculum/opinion
Page 356.H2.1, 6.H3.2: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	scope and sequence developmentally and contextually appropriate
Revisions needed to reduce bullying of students different than themselves and to increase appreciation of different world religions other than their own. Increase knowledge of the contribution of Sikh Americans to the history of our nation and state.	yes	No action needed, it is already included.	present in grade level story line
Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant

Sixth Grade

Sikhism and other religions needs to be taught to teach students awareness	yes	No action needed, it is already included.	present in grade level story line
Sikhism is the fifth largest world religion. It is important for students to learn about Sikhism and other religions so that they know who these other people are. It minimizes the insecurities and fear of not knowing. By learning about different religions, we enrich our students. This leads to less destructive behavior.	yes	No action needed, it is already included.	present in grade level story line
The addition of Sikhism along with other World religions will help decrease Bullying and increase awareness and appreciation of the contributions of Sikh Americans to their communities.	yes	No action needed, it is already included.	present in grade level story line
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line
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Sixth Grade

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The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line
The addition of Sikhism alongside other world religions will help decrease bullying and raise awareness about Sikhs, an important and sizable minority in Arizona. I urge the Board of Education to uphold this important improvement to the standard.	yes	No action needed, it is already included.	present in grade level story line
The addition of Sikhism alongside other world religions will help decreasing the bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line
The addition of Sikhism alongside other world religious will help decrease bullying And increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards	yes	No action needed, it is already included.	present in grade level story line

Sixth Grade

DONE	The history standards are fine, but as I said earlier, I believe this should be an introductory class so students have a better idea of the big picture, not a bunch of case studies. I also think it should be taught closer to high school so students' understanding of world history will be reinforced instead of forgotten.	yes	standards open to be taught thematically, in a case study, or chronologically/LEA choice/ struck out "case study" sentence and replaced with "Educators may choose to take a regional approach, a thematic approach, or a historical approach to the content."	curriculum/scope and sequence are developmentally and contextually appropriate/story lines stay
	The inclusion of Sikhism alongside other world religions can potentially reduce bullying for these children.	yes	No action needed, it is already included.	present in grade level story line
	The inclusion of Sikhism alongside other World religions will help decrease Bullying and Increase appreciation of the Sikh Americans to their communities.I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line
	The inclusion of Sikhism goes a long way to opening the children of Arizona to the ways of different people in the world as we prepare them for the diverse society into which they will graduate.	yes	No action needed, it is already included.	present in grade level story line
	The material in grade 6th IS NOT LINEAR TO THE REST OF THE MIDDLE SCHOOL YEARS. It would make MUCH MORE sense to take the concepts in 5th and put it in 6th. This way it starts of foundation of the rest of the middle school standards. They started with foundations of ancient civilizations (Americas, Eastern hemispheres, etc), then that helps you understand the foundation of the United States into being a world power then into the concepts of 7th.	no		curriculum/scope and sequence are developmentally and contextually appropriate/story lines stay
	These standards seem almost identical to what exists currently. What's the distinction here?	no		vague
	This question refers to the portion of the 6th grade standards where Sikhism is mentioned. Here is a sample comment indicating your support: The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	present in grade level story line

Seventh Grade

Question					
What would you like the working group to consider as they revise the Seventh Grade History and Social Science Standards?	Comment	Actionable or No	Yes	Action taken	Notes
	1600's to present seems HUGEPage 36The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes		Modifications were made for clarification.	curriculum/instructional decision
DONE	400 years is too broad. Narrow the focus. The kids learn nothing when you are forced to speed through the large important events. Focus should be put on the big important, country changing events...Civil War - World Wars, Civil Rights, Native Americans. This feels like teaching the hay-stack when we should focus on the needles.	yes		does not fit within the story line; present within other grade levels; added "Global imperialism and its lasting consequences on regional conflict, stability, and indigenous peoples"	curriculum/instructional decision/topics represented in other grade level story lines
	400 years of global history is far too much content to cover in a single year. Currently, 7th grade students learn about half of American History. By expanding the amount of content that needs to be covered, students will not have an appropriate amount of mastery of the important concepts of historical topics.	yes		does not fit within the story line; lens is different; present within other grade levels	curriculum/instructional decision/topics represented in other grade level story lines
	A possible Social Studies capstone assignment that might otherwise embody multiple levels of skill sets required. A rubric of sorts for how the educational community might emphasize the length to which this skill set should be examined when suggesting that it be a case study approach.	no			curriculum/instructional decision
	Add in more American history standards so that it is a focus on American and additional perspectives from World. Make American history the central focus.	yes		does not fit within the story line; lens is different; present within other grade levels	curriculum/instructional decision/topics represented in other grade level story lines
DONE	At the end of the final sentence of the info paragraph, remove ...like WW I, II and the Cold War. Be less specific with the example, due to human nature to focus on just those examples when teaching and learning.	yes		remove " like World Wars I and II and the Cold War"	remove " like World Wars I and II and the Cold War" from end of intro paragraph due to being in story line and too limiting of wars as US/global interaction.
	Connect to current events	no			curriculum/instructional decision/ vague
	Do not teach / NA	no			scope and sequence is developmentally and contextually appropriate
	Following sixth grade the old standards allowed for the building of a strong foundation of learning about how America developed a unique culture, government and economic system throughout the 19th and 20th Century. It allowed for an overview of how America first stepped out onto the world stage during the early part of the 21st Century, through the lens of WWI and II- The old content seemed very age appropriate and provided the opportunity to continue historic inquiry in 8th grade that was a bit more complicated in the 21st Century.	no			statement/no action can be taken

Seventh Grade

	Have more American History in the history section - global needs to include more American History specifics.	yes	does not fit within the story line; lens is different; present within other grade levels	scope and sequence is developmentally and contextually appropriate/ already present
	High School is where students will be getting the vast majority of informational knowledge that must grasp in order to pass AZ's Constitution and Citizenship test. I do not think it will matter much if Middle Schools shift to the new standards earlier. As long as high school still keeps their focus on US History and government prior to students taking their tests.	no		opinion/nonactionable
	I am not familiar enough with this age kid to judge.	no		opinion/nonactionable
DONE	I feel like the continent of Africa, especially sub saharan Africa is woefully lacking.	yes	changed story line bullet to: "Global imperialism and its lasting consequences on regional conflict, stability, indigenous peoples, and human movement, including slavery and involuntary migrations"	present in 6th grade story line, can be included in various 7th grade story line points/curricular and instructional decision
	I think the proposed standards require too broad of curriculum to teach with any depth in 7th grade.	no		opinion/nonactionable/curriculum
	I think this should be switched with 8th grade and make 6th grade's material into 7th grade. That way it's closer to high school and will be reinforced by high school's world history.	yes	story line/non-negotiable	story line/non-negotiable
	I would like the working group to revise/expand the topics of study. For example, the World War area of study should specifically mention the Treaty of Versailles and the Holocaust. While these seem obvious, recent news reports note that most recent graduates are ignorant of the events of the Holocaust.	no		curricular/instructional decision
	I would like them to consider just revising what is already in place not creating something that will confuse bore and frustrate our students.	no		vague/rant
	I would like to see American History for 7th grade. The students have this in fifth grade, however, they are not mature enough to understand the complex study of the regional differences and the motivations behind many of the decisions made by those who shaped this country. They can study it but it takes more than a surface knowledge to understand how the United States relates to the world much less to each other. To ask a teacher to cover 400 years of history with no basis of knowledge for the students is to ask the impossible. It will mean that students will only be taught on a superficial level because it is not possible to cover 400 years with any fidelity.	yes	does not fit within the story line; lens is different; present within other grade levels	is present within the story line/curricular and instructional decision
	If we could clarify what the timeline should include it seems so much information to cover for the age group	no		refer to story line for suggested content/ultimately an instructional/curricular decision for teachers and LEAs
	I'm confused as to why they are learning roughly the same content as they will just a few years later as sophomores in World History	no		opinion/nonactionable/curriculum

Seventh Grade

DONE	In the 10th bullet, I believe the word should be citizens' rather than citizen's. I also believe that the words Suggested areas of study may include, but are not limited to in the intro should be in bold, in order to emphasize this to schools and teachers.	yes	changed in 8th grade story line	change bullet point in story line to read, "Terrorism both domestic and international and how it influences citizens' safety and rights"
	Introduction section List Revolutions chronologically	no		curricular/instructional decision
	It is way too much to cover in one year	no		curricular/instructional decision
	Limit the timeframe. There is too much information to fit in to one year, look at my markup	no		vague
	Many students will be getting this content for the first time. I like the idea, but how are teachers going to enter history at this point?	no		opinion
	More American history weaved into the standards.	yes	does not fit within the story line; lens is different; present within other grade levels; American history can be woven into standards through the term "global"	American history can be woven into standards through the term "global"
	Narrow the scope of 7th grade content. Scientific Revolution to World War II. Allow 8th to teach Cold War to contemporary events.	yes	took out "Expansion of constitutional governments since the fall of the Berlin Wall and challenges these governments face" from 8th, keep in 7th	cannot change story line for 7th grade/ 8th grade already covers contemporary events within 20th/21st centuries
DONE	Overall, I am happy with the changes, but there is a couple switches between 7th and 8th grade content I feel are appropriate. I have taught both 7th and 8th social studies the past four years at a college prep junior high. The 7th grade content areas of focus below should be switched to 8th: <ul style="list-style-type: none"> The influence of the Scientific Revolution on innovation and the Enlightenment on the concept of rights Revolutions around the world such as French revolution, Russian revolution, the Cultural revolution (Mao Zedong), and Latin American revolutions The content areas of focus from 8th should be switched to 7th: <ul style="list-style-type: none"> Environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and climate change Having taught social studies in both grades the past four years, I feel confident this is a beneficial switch. Environmental issues connect strongly with other areas of focus in 7th, such as industrialism, progressivism, Great Depression (dust bowl) and 20th century warfare. Enlightenment and revolutions are more abstract topics. If taught in 8th, students would be more able to study these concepts and make deeper connections. They could think in terms of philosophical/ideological comparisons, rather than just study of people, ideas, and events.	yes	added environmental issues to 7th grade story line by rewording "Impact of industrialization and the rise of organized labor"	
DONE	Please add Civil War back into the 7th Grade standards.	yes	addressed in 8th grade story line changes	curricular/instructional decision
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	no		not present within standards
	Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant

Seventh Grade

DONE	Since much of the inquiry process is dependent on students effectively communicating their findings using evidence from the disciplinary sources, it would be helpful to have a crosswalk of these standards against grade level ELA anchor standards (particularly those related to research, non-fiction reading, and academic writing).	yes	possible supporting document	possible supporting document
DONE	Start with Colonial America and go thru at least the Civil War, if not WW1 and get some specific standards involving names, or events. I keep hearing that kids can google info they want. Well they do not care about it and will no google it and will know nothing of our country's history. Add some Geog and econ in 7th, but keep the emphasis on early American History	yes	addressed in 8th grade story line changes	story line not able to change/vague on what geo and econ should be added as 7th already has a range of standards in each
	The 1600s too present is an astronomically large portion of history to attempt to cover in a single year to any degree f depth and meaning. Why not break American history down into three chronological portions over the scope of the middle band years (6-8)?	no		opinion/story line change not possible
DONE	The Civil War does not seem to be commented in middle school in these standards. Also, teaching from 1600-present in 180 hours will be next to impossible if rigor is expected.	yes	addressed in 8th grade story line changes	can be covered within 7th and 8th grade standards...possible addition to 8th grade story line?
	The content is too heavy, and it would be nice to see it split with eighth grade so that it is more manageable.	no		story line change not possible
DONE	The seventh grade contemporary global studies should be streamlined to include more current events, geography, and historical content from 1990 - present.	yes	addressed within: "7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today." Also in Disciplinary Skills.	instructional/curricular decision
	The seventh grade standards are misnamed. This is not contemporary global studies ; it is more of a Western Civilization model.	no		story line not able to be changed/both hemispheres are represented in story line
	There is simply too much to cover.It become surface teaching due to time constraints.It is as though history is not important.How can one expect 7th grade to cover 1600 to present in the course of a school year?	no		instructional/curricular decision
	There's too much content to cover with 1600s to present. Currently 7th grade teaches westward expansion, 1920s/30s, Great Depression to WW1. They're able to teach in depth and students are given a better opportunity to know the details of historical events using primary documents, simulations and more.	no		instructional/curricular decision
	These standards seem almost identical to what exists currently in the second semester of the high school curriculum. What's the distinction here?	no		instructional/curricular decision/standards spiral and build
	This is a HUGE change for this grade level...more so than any other grade level. They will need immediate and extensive support in developing new curriculum for such a broad range of history.	no		curricular/instructional decision/LEA decision
	This is a very broad area of study, 1600-present. I worry that there is not opportunity for any depth of study.	no		opinion/LEA decision
	Time Span	no		vague
	To help people understand that the scope of history being taught is able to be taught, add in some information that their role is to teach the story-line more than each and every moment in history. OR find a way to shorten the historical periods you are asking teachers to teach.	no		curricular/instructional decision/LEA decision

Seventh Grade

	Way to much for the 7th grade to cover well. There won't be a lot of depth with that much too cover.	no		curricular/instructional decision/LEA decision
	way too much content to teach over the course of a year. no time to get into the major wars. Keep the standards but possibly add revolutionary war for continuity.	no		curricular/instructional decision/LEA decision
DONE	Where is the Civil War?	yes	addressed in 8th grade story line changes	add possible wording of "civil wars" into 8th grade story line
DONE	You have a typo. On page 36, it says, SEVENTH GRADE - CONTEMPORARY GLOBAL STUDIES. I think you meant CONTEMPORARY.	yes	change the title of 7th grade to "Contemporary Global Studies"	correct!
Question				
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the Seventh Grade History and Social Science Standards?				
	Comment	Actionable	Action taken	Notes
	As I said in the previous answer the scope of the information is too broad and too complex to cover in a year and much of it is above a seventh graders ability to understand without extensive build up. There is not time for this based on the volume of material in 400 years. I understand that we are to focus on specific events but without much context students are going to struggle to get a meaningful educational understanding of the concepts that are required. It will be an inch deep and a mile wide.	no		curricular/instructional decision/LEA decision
	Be careful not to expect social studies teachers to be masters in the areas of reading and writing instruction.	no		curricular/instructional decision/LEA decision
	Be more specific (like the 2004 standards).	no		vague
	describe how or what were are meant to use to teach the skills and processes	no		curricular/instructional decision/LEA decision
	Do not change what is currently in place. There is nothing wrong with the current standards!!	no		developmentally and contextually appropriate
	fine as is.	no		compliment
	Focus on which main topics are most important. This is like teaching back in the 70s or 80s. Breeze over a lot & most forget what they learn.	no		vague/curricular/instructional decision/LEA decision
	It would be helpful to include a Grade Level Skills Progression summary (similar to the one which is included within the NCSS C3 framework). This would better allow teachers to effectively plan learning progressions to move student skills forward throughout the year.	yes	possible supporting document	can create a supporting document for learning progressions
	look at my markup	no		vague
	No changes	no		compliment
	Speaking, Writing and Thinking like a Social Scientist-see SHEG at Stanford.edu	no		curricular/instructional decision/LEA decision
	The amount of information that must be presented and cognitive abilities of the students being taught. 7th grade is typically the most difficult age to teach, and the amount of curriculum appears to be more than what can be fit into a year. At higher levels this would be be multiple courses.	no		developmentally and contextually appropriate/curricular/instructional decision/LEA decision
	These are fine	no		compliment

Seventh Grade

These standards seem almost identical to what exists currently in the second semester of the high school curriculum. What's the distinction here?	no		developmentally and contextually appropriate/curricular/instructional decision/LEA decision
They're fine.	no		compliment
This is a new way of thinking for many teachers, especially those who are still teaching from a textbook and focused on memorizing facts. They will need training and the ADE & LEA's will need to be firm in the expectation that Social Studies be taught this way.	no		curricular/instructional decision/LEA decision

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Civics Standards in th Seventh Grade History and Social Science Standards?	Add specifics on time periods to cover rulers and policies.	yes	addressed within story line	curricular/instructional decision/LEA decision
	Be more specific (like the 2004 standards).	no		vague
	Civics should remain in 8th grade.	no		all big ideas and content descriptors are representative within all grades
	fine as is	no		compliment
	Focus on which main topics are most important. This is like teaching back in the 70s or 80s. Breeze over a lot & most forget what they learn.	no		curricular/instructional decision/LEA decision
	if 8th grade is a civics	no		vague
	DONE	It would be helpful to add Big Ideas C2 into the 7th grade standards.Since the story-line details revolution and changes in government that impact citizens rights.	yes	C2 standard added: "Citizens have individual rights, roles, and responsibilities. 7.C2.1Explain how revolutions and changes in government impact citizens rights."
	Students in seventh grade are not able to understand the complex concepts of various forms of government and what they stand for as well as what it is like to live under these regimes without proper foundation. This can not be done when you have so little time to break down the concepts both positively and negatively. We do not ask college professors to teach in this manner so why are we asking seventh grade teachers to do so. Complex issues such as the French Revolution need time to understand. To sandwich it in with 400 years of history doesn't make sense. This is a high school level class why are we asking seventh graders to comprehend this.	no		curricular/instructional decision/LEA decision
DONE	The only one I would consider changing is adding Big Ideas C2 into the 7th grade standards.Since the story-line details revolution and changes in government that impact citizens rights.	yes	C2 standard added: "Citizens have individual rights, roles, and responsibilities. 7.C2.1Explain how revolutions and changes in government impact citizens rights."	can be tied into other standards within 7th grade
	These are fine	no		compliment
	These standard choices are far too advanced and students are lacking the basic skills to do what you are asking.	no		curricular/instructional decision/LEA decision

Seventh Grade

These standards seem almost identical to what exists currently in the second semester of the high school curriculum. What's the distinction here?	no		vague
This does not pertain to current events, which is covered in 8th grade.	no		vague
This is a little vague - some specifics would be nice.	no		vague
We will need to educate the public in understanding that geography is emphasized vs. civics in this grade level and the opposite happens in the next grade level which a natural result of the standards progression.	no		good point/curricular/instructional decision/LEA decision

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Economics Standards in the Seventh Grade History and Social Science Standards?				
	7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and societySTRIKE the well-being of ...that isn't an economic phrase. And are there specific economic decisions you want them to consider? Things like minimum wage, unions, free trade, equal pay, farming subsidies, etc. I would flag certain topics that you want to make sure they explore.7.E3.1 Explain the roles of buyers, sellers,...Buyers and sellers is a pretty low-level term. The higher level terminology would be households and firms. I think 7th graders, given the proper instruction, can understand that.7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.Holy Standard! This is a monstrous one Batman. I would break this up into at least three different standards because teachers will not be able to see the forest for the trees here.7.E3.4 Explain ways in which money facilitates exchange.This is pretty low-level. An elementary student can explain why money makes trade easier. How about something on the purposes and functions of money? Could even include something on what has been used as money in the past (shells, feathers, etc.)Look at the internal green comments on 6.E3.2. Then look at 7.E5.2. What are you really trying to do? Make sure the progression makes sense b/c as of right now it does not.	yes	already addressed within other standards; repetitive standards are taught in different story lines	
	7.E3.4 Change to: Explain the three functions of money.	yes	too complex/specific	
	Be more specific (like the 2004 standards).	no		vague
	Economics is something that is taught during senior year in high school. You are asking 7th graders to understand world economics which is something I didn't learn until college.	no		scope and sequence developmentally and contextually appropriate
	fine as is	no		compliment
	Focus on which main topics are most important. This is like teaching back in the 70s or 80s. Breeze over a lot & most forget what they learn.	no		vague
	Like to see a section of personal finance included. One that include managing checking/saving account.	yes	Is a Big Idea; present in every grade band	is already present across various grade bands
	look at my markup	no		vague
	No changes; I would note that this objective should be met within the framework of studying current and historical events.	no		curricular/instructional decision/LEA decision
	Perhaps specific economic systems should be assigned to grade levels for comparison so that the same systems aren't compared in all grade levels?	no		curricular/instructional decision/LEA decision

Seventh Grade

stay the same	no		vague
The Great Depression, Industrialization, and Imperialism will need to be taught from a global perspective vs. how we've been teaching it and teachers will need support in how to do that.	no		curricular/instructional decision/LEA decision
These are fine	no		compliment
These are mostly fine but again I renew my comments that there is not enough time given and the topics are too broad. For students to show mastery of such complex topics which are commented in 7.ES.2&3 require more time than is possible to give to them based on the amount of information needed to be covered.	no		curricular/instructional decision/LEA decision
These standards seem almost identical to what exists currently in the second semester of the high school curriculum. What's the distinction here?	no		vague
They should also compare and contrast capitalism and communism.	no		curricular/instructional decision/LEA decision/also addressed within 8th grade

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Geography Standards in the Seventh Grade History and Social Science Standards?				
	As a geography educator, I would suggest the following revisions:7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. Key tools and representations include but are not limited to maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology 7.G2.1 Explain how demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. 7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation.7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. 7.G4.2 Explain how the relationship between human and physical characteristics of places and production of goods influences the spatial patterns of world trade. 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions. 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global).	yes		
	Be more specific (like the 2004 standards).	no		vague
	fine as is	no		compliment
	look at my markup	no		vague
	Many teachers are not used to including so much Geography at this grade level. Same as above.	no		curricular/instructional decision/LEA decision
	Maybe analyzing the maps from specific time periods and comparing to how they have changed and the conflicts that occurred as a surround the boundary making could be commented? The time frame that is around the World Wars through the Cold War era since 8th grade brings the students into the present.	no		curricular/instructional decision/LEA decision

Seventh Grade

No changes	no		vague
no comment	no		vague
Really good	no		compliment
Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
These are fine the way they are.	no		compliment
These standards seem almost identical to what exists currently in the second semester of the high school curriculum. What's the distinction here?	no		vague
They should also review physical features (like the Sahara Desert) and countries.	no		curricular/instructional decision/LEA decision/already can be covered within the G1 standards

<u>Question</u>				
What would you like the working group to consider as they revise the History Standards in the Seventh Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	Again, This is a HUGE change for this grade level...more so than any other grade level. They will need immediate and extensive support in developing new curriculum for such a broad range of history.	no		curricular/instructional decision/LEA decision
	American History is currently left in earlier grades when their understanding of the world around them is limited. At the time when they can relate to their past it isn't studied. Also 400 YEARS IS WAY TOO MUCH TO COVER IN 1 YEAR. Some of this could easily be pushed into 8th grade.	no		curricular/instructional decision/LEA decision
	Focus on which main topics are most important. This is like teaching back in the 70s or 80s. Breeze over a lot & most forget what they learn.	no		vague
	I have heard some complaints that the standards don't include the Great Depression (which they clearly do). Maybe a way that you could clarify that the great Depression is in the standards would be to add to the 5th bullet on page 36. You could add including the Great Depression to Global depression.	no		curricular/instructional decision/LEA decision
DONE	I think the language Modern World is confusing if 7th grade is supposed to stay in the timeline. When does 7th grade stop and 8th grade begin?	yes	see edits in 7th grade story line	curricular/instructional decision/LEA decision
	I think these standards look very good.	no		compliment
	Incorporate actual content into the standards	no		curricular/instructional decision/LEA decision
	look at my markup	no		vague
	Make the new standards easier to read, these are very vague and there is too much to go over (400 years of information).	no		curricular/instructional decision/LEA decision
	More American history such as the revolutionary war and civil war in more depth.	no		curricular/instructional decision/LEA decision/can be included in many of the "global" standards
	No additional changes	no		compliment

Seventh Grade

Page 397.H3.1, 7.H3.5: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	no	Modifications were made for clarification.	vague
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	already within the story line of 6th grade
The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	already within the story line of 6th grade
The amount of information that must be presented and cognitive abilities of the students being taught. 7th grade is typically the most difficult age to teach, and the amount of curriculum appears to be more than what can be fit into a year. At higher levels this would be be multiple courses.	no		curricular/instructional decision/LEA decision
The history standards are being changed from primarily American history to global history. This represents a complete shift in what is taught. Many teachers (myself included) have spent a painstaking amount of time developing content and it would be extremely disheartening to have to start over and throw out content that I have been continually refining and perfecting for years.	no		curricular/instructional decision/LEA decision/story line
The sequence taking US History to the cold war is ridiculous.	no		opinion/statement
The standards need to be more specific on events and time periods that should be covered rather than the broad paint strokes applied in this draft.	no		curricular/instructional decision/LEA decision
These standards seem almost identical to what exists currently in the second semester of the high school curriculum. What's the distinction here?	no		standards spiral and build/curricular/instructional decision/LEA decision
They're fine, but again, I think it would be better for the students if this was taught right before high school to better correspond with high school's world history.	no		story line change not possible
With moving more toward world history, the students do not have the opportunity to sufficiently discuss how these events affected the United States. Having more of a focus on historical events in the United States will set them up for a better understanding of world events in future grades.	no		this is represented within the story line
With the new standards as they are proposed, students will not have American History, once they take it in fifth grade, until they are seniors. we already have a disconnect when it comes to our government, the U.S. economic policies, the reasons behind our cultural differences across the nation, and where we are headed in the future. There is so much happening in the world right now that directly relates to the events from the past. From, black lives matter to Jim Crow, turn of the century immigration and immigration reforms, Imperialism and what it means today, and separation of powers/checks and balances, this is the time to lay the foundation for understanding. While global issues are important we should be teaching U. S. history and global history as it intersect with U. S. history, not the other way around.	no		story line change not possible/represented within 8th grade standards

Eighth Grade

<u>Question</u>				
What would you like the working group to consider as they revise the Eighth Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	(same commentary from 7th grade feedback): I have taught both 7th and 8th social studies the past four years at a college prep junior high. The 7th grade content areas of focus below should be switched to 8th: The influence of the Scientific Revolution on innovation and the Enlightenment on the concept of rights; Revolutions around the world such as French revolution, Russian revolution, the Cultural revolution (Mao Zedong), and Latin American revolutions. The content areas of focus from 8th should be switched to 7th: Environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and climate change. Having taught social studies in both grades the past four years, I feel confident this is a beneficial switch. Environmental issues connect strongly with other areas of focus in 7th, such as industrialism, progressivism, Great Depression (dust bowl) and 20th century warfare. Enlightenment and revolutions are more abstract topics. If taught in 8th, students would be more able to study these concepts and make deeper connections. They could think in terms of philosophical/ideological comparisons, rather than just study of people, ideas, and events.	yes	already addressed	
	8th grade appears to lose any history focus instead they focus on civics, except where civics and history interact. Maybe they should pick up some of 7th grade's curriculum load. These standards appear to work well with the We The People curriculum and/or iCivics platform. Not a bad thing, I use them extensively.	no		curricular/instructional decision/LEA decision
	A possible Social Studies capstone assignment that might otherwise embody multiple levels of skill sets required. A rubric of sorts for how the educational community might emphasize the length to which this skill set should be examined when suggesting that it be a case study approach.	no		curricular/instructional decision/LEA decision
	Broaden the scope of 8th grade content. Allow 8th to teach Cold War to contemporary events.	no		curricular/instructional decision/LEA decision
	Civil rights needs to stick to the historical context of African-American struggles for equal rights, including highlighting historical figures like Martin Luther King.	no		curricular/instructional decision/LEA decision
Connect to current events		yes	already addressed within the standard: " 8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today."	included within the story line and inquiry elements/curricular/instructional decision/LEA decision

Eighth Grade

Due to the major change in the standards, will the state be willing to provide new textbooks to all 8th grade classes? Is the state prepared to provide professional development for teachers as they adjust to the changes?	no		curricular/instructional decision/LEA decision/funding
Eliminate some of the duplication of standards from previous grades.	yes	story line provides clarity on duplicate standards	clarity that story line helps focus for the standard
Emphasis on civics is great, along with some Geog and Econ, but more history. WW1 to current should be good for at least half a year and again be more specific with the standards. Who were the major combatants in WW2 as an example. Our kids come with no background knowledge in history, because it is not taught in lower grades.	yes	curricular decision/addressed in 7th grade	US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade
Focus should be centered on American History and civics should be added into the curriculum.	yes	addressed in standards	US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade
I like the use of 8th grade as a specific Civics course.	no		compliment
I love the story-line/content focus of Citizenship and Civic Engagement in Today's Society. I think this is not only age appropriate but a critical part of understanding history and social science, and implementing that knowledge in the real world. In order to ensure that the breadth of Civil Rights is taught, add in the phrase throughout American history after Civil rights movements...	yes	added in phrase to story line	consider adding phrase "throughout American History" to really drive home the fact American history IS being covered
I think that the group should keep the 8th grade standards as they have already written them for this revision. Giving 8th grade a greater focus on civics allows for students to be successful when taking the Citizenship and Constitution test. This also allows for more inquiry and discussion on civil rights. Please keep the LGBTQ individuals in the the new revised standards as this needs to be discussed with students.	no		compliment
I think the concept of project-based/inquiry/student-driven teaching needs to be stressed as a way for students to apply all that they have learned in K-7 before they move on even greater rigor in high school.	no		curricular/instructional decision/LEA decision/funding
I think this would be better taught after 5th grade when the students just had U.S. history.	no		story line change not possible
I would like to see the American History standards.	no		US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade

DONE

Eighth Grade

<p>If every grade 5-7 you have TOO MUCH pushed into 1 year then expect them to remember EVERYTHING so that you can debate and discuss in 8th is unrealistic. In high school Civics (government) is one 1 semester, why do we spend an entire year on it in 8th? If you spent 1 semester doing more American and/or world history (left over from 7th), then you could do more Civics/citizenship in the other semester and tie it all together before they head to high school. You could make sure that the modern history is fully understood so that you could really get into ways they can/should be involved in the world today.</p>	<p align="center">no</p>		<p>US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade</p>
<p>Keep the current standards! Why does ADE expect SS teachers to create a whole new curriculum when the one in place seems to be quite effective? We don't feel left out because we haven't received new standards. Look at the backlash on Common Core for example. Overall, there is nothing wrong with the current standards and it would be in students and teachers best interest if they were left alone!</p>	<p align="center">no</p>		<p>scope and sequence of new standards developmentally and contextually appropriate</p>
<p>Leave the standards the same!</p>	<p align="center">no</p>		<p>scope and sequence of new standards developmentally and contextually appropriate</p>
<p>Leave the standards the same.</p>	<p align="center">no</p>		<p>scope and sequence of new standards developmentally and contextually appropriate</p>
<p>Leave the standards the way they are now.</p>	<p align="center">no</p>		<p>scope and sequence of new standards developmentally and contextually appropriate</p>
<p>Modify and adjust what is already in place.</p>	<p align="center">no</p>		<p>vague</p>
<p>Need to know what we are to teach for History. I know I am to teach Civics since I give the Civics test BUT what else. Your standards give NO framework for other topics beside Economics, Civics and ONE Geography. Really, is History not what I am to teach? What do you want 8th graders to know when they leave my classroom. Hopefully more than just what I mentioned.</p>	<p align="center">no</p>		<p>US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade</p>
<p>no comment</p>	<p align="center">no</p>		<p>vague</p>
<p>Page 40 The entire first section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.</p>	<p align="center">no</p>		<p>vague</p>
<p>Please consider having 8th grade start at the Age of Imperialism and continuing through present day for History.</p>	<p align="center">no</p>		<p>change to story line/curricular/instructional decision/LEA decision/funding</p>
<p>Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.</p>	<p align="center">no</p>		<p>not curriculum present/curricular/instructional decision/LEA decision/funding</p>

Eighth Grade

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
Since 8th grade has the first opportunity to pass the state mandated civics test, I like that the majority of the standards are civic based, that makes sense. However, not dividing more of the content between upper grades will have the effect of loss of depth in studies.	no		curricular/instructional decision/LEA decision/funding
Since much of the inquiry process is dependent on students effectively communicating their findings using evidence from the disciplinary sources, it would be helpful to have a crosswalk of these standards against grade level ELA anchor standards (particularly those related to research, non-fiction reading, and academic writing).	yes	supporting documents	possible supporting document
Split the seventh grade content with eighth grade.	no		vague/story line change
The 8th grade standards seem very vague, and would require a very big change in the way 8th grade is taught currently. I would recommend splitting some of the 7th grade standards and adding them to the 8th grade.	no		vague/story line change
The eighth grade has much of the same content as it did before, I suggest leaving it alone. Leave the American Revolution, WWII and Cold War here! It is much more age appropriate and students get a lot out of the studies after learning about the government.	no		opinion/story line change
The main focus of 8th grade is Civics, but I am confused as to where the Economics standards fit in there	no		opinion
The sixth grade global studies world religions and cultures of the eastern hemisphere should be taught in eighth grade. This way there isn't a three-year gap from sixth grade to tenth grade when they start learning world history again.	no		story line change not possible
The working group should go back to the 2004 history standards, however, put the 7th and 8th grade history in order. Instead of having 8th grade having the American Revolution and then skipping to World War 2, 7th grade should start at pre-revolution and go to the 1880's and 8th grade takes over in imperialism and moves on.	no		scope and sequence of new standards developmentally and contextually appropriate
There needs to be more emphasis on Arizona history and government at this grade level. In this draft of the proposed SS Standard, the last time Arizona was taught in any detail would have been 3rd grade. Geography has only 1 standard in the proposed 8th grade standards. Geography has connections to civics. This needs to be highlighted for teachers so they utilize the connections.	no		curricular/instructional decision/LEA decision/funding
There should be a brief overview of the GD, that leads to WWII and ends with Civil Rights/Vietnam and also economics.	no		curricular/instructional decision/LEA decision/funding
This is the only place where I noticed suggested areas of study may include, but are not limited to in the introduction. Makes it seem like no one knows what this class should look like. This seems more appropriate to a high school class where students are better equipped to make broader choices.	no		incorrect/were included as a guideline/developmentally appropriate/curricular/instructional decision/LEA decision/funding

Eighth Grade

To consider starting 8th grade standards at Imperialism and continuing to current day for History.	no		curricular/instructional decision/LEA decision/funding
Too heavy a focus on civics and economics. Why can these not be more readily tied into student understanding by instruction within a more historical context? Breaking American history down into three chronological portions over the middle grade band, with 8th graders covering more recent history, seems as though it would help 8th graders better understand the world and their country's role in it, including civic engagement and economic applications.	no		US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade/curricular/instructional decision/LEA decision/funding
Where are the materials coming from? How will the skills be implemented? Where does technology to present using various media come from. At my school, in my class that various media is report or poster.	no		curricular/instructional decision/LEA decision/funding

<u>Question</u>				
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the Eighth Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	Each SP Big Idea should not be taken out. They each are valuable in the study of history, and social science.	no		compliment
	fine as is	no		vague
	I think these are perfect!	no		compliment
	Is there anything specific to look at? What does analyze connections among events and developments in broader historical contexts mean? What events?	yes	addressed within the story line	curricular/instructional decision/LEA decision/funding
	Is this what you call guidance?? This is so ambiguous and left to the teacher. There is NO UNIFORMITY in what will be taught around the state. I thought we were all suppose to be teaching about the same material so that if a kid is in Yuma or in Scottsdale, they are getting the same level of education. THESE STANDARDS DO NOT DO THIS!!By the way, History has ONLY 7 standards??? Really ????	no		opinion/rant
	It would be helpful to include a Grade Level Skills Progression summary (similar to the one which is included within the NCSS C3 framework). This would better allow teachers to effectively plan learning progressions to move student skills forward throughout the year.	yes	supporting document	possible supporting document
	look at my markup	no		vague
	No changes	no		vague
	Please consider the topic of resources available to teachers. How many resources will we need to teach this content? As it stands we do not have the resources to teach this content.	no		curricular/instructional decision/LEA decision/funding

Eighth Grade

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
Since 8th grade has the first opportunity to pass the state mandated civics test, I like that the majority of the standards are civic based, that makes sense. However, not dividing more of the content between upper grades will have the effect of loss of depth in studies.	no		opinion
Speaking, Writing and Thinking like a Social Scientist-see SHEG at Stanford.edu	no		curricular/instructional decision/LEA decision/funding
Teachers will need training in the inquiry-based teaching of Social Studies vs. old school memorization of facts.	no		curricular/instructional decision/LEA decision/funding
They're fine.	no		compliment
This is stated more as a civics class than a history class, so the historical study skills seem misplaced here.	no		standards build and spiral
What kind of resources will be available to us for this content? How many different resources would you need to teach to this jumbled mess?	no		curricular/instructional decision/LEA decision/funding

<u>Question</u>	<u>Comment</u>	<u>Actionable</u>	<u>Action taken</u>	<u>Notes</u>
What would you like the working group to consider as they revise the Civics Standards in the Eighth Grade History and Social Science Standards?				
	8th grade appears to loose any history focus instead they focus on civics, except where civics and history interact.	no		US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade/curricular/instructional decision/LEA decision/funding
	Civic engagement and the roles and responsibilities of a citizen also includes community organizing and protest (ex: Black Lives Matter).	no		curricular/instructional decision/LEA decision
	fine as is	no		compliment
	I agree with these standards	no		compliment
	look at my markup	no		vague
	no comment	no		vague
DONE	On page 40, I recommend adding to the the the bulleted item Foundations of the United States government for clarification. The middle school standards do not include the American Revolution. I believe this may alleviate the problem. Add the words including ideas, events, and documents that led to the American Revolution to clarify this. This may not be the best way to add the foundational elements of the American Revolution, but it seems that since it is not in the 7th grade standards, it should be more specifically found in the 8th.	yes	addressed with addition of: "Foundations of the United States government stemming from historical events such as the American Revolution and Civil War"	add "American Revolution" to 7th grade story line that includes revolutions around the world

Eighth Grade

Page 418.C1.1, 8.C1.4: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for. Page 428.C3.1, 8.C4.4: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	no		vague/process
Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
Since 8th grade has the first opportunity to pass the state mandated civics test, I like that the majority of the standards are civic based, that makes sense. However, not dividing more of the content between upper grades will have the effect of loss of depth in studies.	no		opinion
Standards need to reflect a more neutral and less ideological reference. Parents and communities would voice displeasure if the school would give the appearance of pushing an ideology	no		curricular/instructional decision/LEA decision
The 8th grade Civics standards should comment the State Mandated Civics Test. In my district, it is given in 8th grade so I believe the standards should reflect the test that they are expected to pass so they can graduate high school.	no		assessment/curricular/instructional decision/LEA decision
The civic standards that are in 8th grade should be kept, but I would recommend adding in under 8.C1.1 the Enlightenment and Scientific Revolution principles and documents.	no		these concepts are in 7th grade/curricular/instructional decision/LEA decision
The inclusion of service-learning will help to prepare students for the transition to high school. As research continues to prove, service-learning helps to engage students in learning, connects students to their communities, exercises problem-solving, communication skills, respect for diversity and helps students to more comprehensively understand academic material. Service-Learning is a drop out prevention strategy, improves civic skills, and students who participate in service-learning earn higher grades, complete more homework, and better understand academic content. This will have a significant and positive impact on Arizona students and communities. You should be commended for including service-learning in the standards.	no		compliment/great comment
There are much too many Civics standards. These need to be trimmed down. Some of these standards are much too vague. For example 8.C4.1 does not give enough information as to what we are supposed to teach.	yes	provide key concepts	see story line for guidance/curricular/instructional decision/LEA decision
There are way to many civic events. Need to focus on just a few. Students this age don't have personal experience and would be lost with most of these concepts	no		events are part of the curricular/instructional decision/LEA decision

Eighth Grade

There are WAY too many standards. Need to focus on things that students this age can understand and relate to.	no		curricular/instructional decision/LEA decision/developmentally appropriate
These seem fine, but I'd like to see them put in a sharper focus, as it seems like these would form the core of this class as stated.	no		compliment/curricular/instructional decision/LEA decision
They're fine.	no		compliment
This age group is perfect for the hands-on learning opportunities like the Model Congress	no		curricular/instructional decision/LEA decision
We dive deep into the constitution and I think its the perfect age for that. Perhaps teachers need a suggested time line to weave history and civics so that the subjects build on each other ex: Start with geography refresher, American Revolution, Founding documents, Constitution, Landmark Supreme Court Cases (Field trip to local court)Individual Research 21st century event, Review the great depression, Learn about WWII Era (War to Cold War) etc...	no		curricular/instructional decision/LEA decision
When working with the foundations of US government, like to see a connection to the Enlightenment and Scientific Revolutions. Continuing what was learned at the 7th grade level.	no		curricular/instructional decision/LEA decision/is already present in 7th grade

<u>Question</u>				
What would you like the working group to consider as they revise the Economics Standards in the Eighth Grade History and Social Science Standards?	Comment	Actionable	Action taken	Notes
	8.E1.4 Examine the factors that influence spending decisions.ADD and saving after spending.8.E2.1 STRIKE well-being phrase. Also, how is this standard different than 7.E2.1? What is the progression from 7th to 8th grade?8.E3.1 replace buyers and sellers with households and firms And how are 7.E3.2 and 8.E3.2 different? And really that is my overarching comment for the 8th grade -- why is so similar to 7th grade? Did someone literally copy and paste 7th grade to 8th grade? We should be scaffolding content, and getting them ready for High School economics content, not repeating/regurgitating what they learned in 7th grade economics.	yes	already addressed within other standards; repetitive standards are taught in different story lines	
	8.E2.1 and 8.E2.2 are identical to 7.E2.1 and 7.E2.28.E3.1, 8.E3.2 and 8.E3.3 (there is a typo here) are also identical to 7.E3.1, 7.E3.2 and 7.E3.38.E5.1, 8.E5.2 and 8.E5.3 are also identical to 7.E5.1, 7.E5.2 and 7.E5.3These can be deleted as they are commented in the 7th grade standards giving teachers more time to build on prior knowledge rather than having to reteach.	yes	fixed, already addressed within other standards; repetitive standards are taught in different story lines	
	Again you are expecting students to have a strong base in economics which they do not have.	no		opinion/curricular/instructional decision/LEA decision
	Again, way too many targets. Many of these apply to math.	no		cross curricular connections/curricular/instructional decision/LEA decision

Eighth Grade

<p>Eighth grade will basically be an introductory government and economics course. Therefore the proposed Economics standards are WAY too advanced for an introductory course, particularly 8.E.2-8E.5. The standards should reflect basic economic principles such as a definition of the study of economics, economic systems such as communism, socialism, and capitalism, the teachings of Karl Marx and Adam Smith, basic supply and demand, how trade works. I think the personal finance section should be reduced and the macro economics of how government and economics work together should be the focus. The standards need to be much more introductory and are too advanced for kids who have never studied economics as a discipline before.</p>	<p align="center">no</p>		<p>curricular/instructional decision/LEA decision</p>
<p>fine as is</p>	<p align="center">no</p>		<p>compliment</p>
<p>I would consider reducing the Economics portion here. There is a lot of economic concepts here that do not seem to relate to the main course objective of citizenship and civic engagement. Revise to focus on the elements that tie to major issues or social movements. Financial literacy and market systems do not tie in to this theme very well.</p>	<p align="center">yes</p>	<p>financial literacy lends itself to citizenship and society as a whole</p>	<p>developmentally and contextually appropriate</p>
<p>If there are too many civic standards, well there's even more economic standards. Students can understand some economic standards as they relate to specific historical and current events. We've talked about tariffs historically and when the Chinese tariff issues as compared to historical</p>	<p align="center">no</p>		<p>opinion/vague</p>
<p>look at my markup</p>	<p align="center">no</p>		<p>vague</p>
<p>Page 438.E5.2, 8.G1.1, 8.H3.4: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.</p>	<p align="center">no</p>		<p>vague</p>
<p>Personal budgeting is an area important to introduce early, and I have noticed engages the students very well. This should be included.</p>	<p align="center">yes</p>	<p>addressed within standards E1</p>	<p>it present within all the financial literacy standards</p>
<p>Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.</p>	<p align="center">no</p>		<p>opinion/rant</p>
<p>There are too many economic standards. Some of these standards would be best taught in a math class students would have some context. For example, interest rates would be best taught in a math class.</p>	<p align="center">no</p>		<p>cross curricular connections/curricular/instructional decision/LEA decision</p>
<p>There should be a section on personal finance added to the E1 section. I.E. How to do a budget, what's the difference between a credit card and a debit card, etc.</p>	<p align="center">yes</p>	<p>addressed within standards E1</p>	<p>already present in the big idea for econ: A financially literate individual understands how to manage income, spending, and investment.</p>

Eighth Grade

	These seem misplaced - clearly students would need to use economic factors to examine concepts like social justice, but the standards as stated here don't seem as though they can be taught organically with other concepts.	no		vague/curricular/instructional decision/LEA decision
	They're fine.	no		compliment
Question				
What would you like the working group to consider as they revise the Geography Standards in the Eighth Grade History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	Again, the public will need to be educated on how geography is stressed in 7th grade vs. civics in 8th as a natural result of the standards.	no		curricular/instructional decision/LEA decision
	As a geography educator, I would suggest the following revisions:Human-environment interactions are essential aspects of human life in all societies. 8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.Global interconnections and spatial patterns are a necessary part of geographic reasoning. 8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).	yes		
	fine as is	no		compliment
	I agree with this section.	no		compliment
	I think the standard should be kept and is beneficial to understanding civic and economic principles in today's society.	no		vague
	I'm good with the ONE target.	no		vague
	look at my markup	no		vague
DONE	Needs more geography standards and content-- human geography, human impact on environment would be relevant to civic focus.	yes	added: "Human-environment interactions are essential aspects of human life in all societies. 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate."	consider including a geography standard about human and environment interaction within the realm of civics
	No changes	no		vague
	Page 438.E5.2, 8.G1.1, 8.H3.4: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	no		vague

Eighth Grade

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
The Geography standards are insufficient. There are many important geographic concepts that can be explored on a deeper level at this grade. For example, students should be able to notice patterns and connections between geography and their areas of study. Here are some specific ways a teacher can apply:-How do different regions of the U.S. respond to civil rights movements?-How have states typically voted in recent elections? How have regions within each state voted? How does this support or argue against the electoral college voting system?-How goes geography factor into genocides? Do dictatorships and corrupt leaders use geography to hinder survival, such as cutting off water sources, etc.?-How did East Germany plan the Berlin Wall, as well as country borders, to prevent escape?	no		curricular/instructional decision/LEA decision
these are good	no		compliment
These seem fine - obviously the where of various issues would be appropriate topics.	no		compliment/vague/curricular/instructional decision/LEA decision
They're fine.	no		compliment
THIS IS EDUCATION JARGON - The use of geographic representations and tools helps individuals understand their world. 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations include but are not limited to maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technologyQUESTION: DO I TEACH THEMES OF SSDO I TEACH WORLD GEOGRAPHY?DO I TEACH COUNTRY GEOGRAPHY?THIS IS HORRIBLE!!!!	no		rant/vague/curricular/instructional decision/LEA decision
This is the only section that I approve of.	no		compliment

<u>Question</u>	Comment	Actionable	Action taken	Notes
What would you like the working group to consider as they revise the History Standards in the Eighth Grade History and Social Science Standards?	8th grade appears to loose any history focus instead they focus on civics, except where civics and history interact.	no		US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade/curricular/instructional decision/LEA decision/funding

Eighth Grade

Again, I think this would make more sense as a 6th grade class in terms of the historical content.	no		opinion
chronological order of history	no		scope and sequence is developmentally and contextually appropriate/story line change not possible
Chronological order would be lovely. That's the way History works!	no		scope and sequence is developmentally and contextually appropriate/story line change not possible
Go up to the Civil War. Not all the way to the Cold War.	yes	Cold War not in 8th; already addressed	curricular/instructional decision/LEA decision
I am concerned that the students are not getting any American History from the 20th and 21st centuries. American history is taught in 5th grade up to 1900, but nothing beyond that. It is picked up slightly in 7th with contemporary world history, and then slightly touched on in 8th with civics, but not really gone over. How can we have the students critically think about their role in government without first understanding the history of the last 120 years?	no		US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade/curricular/instructional decision/LEA decision/funding
I like that you include a range of social identities in this unit. I imagine there will be some push back on inclusion of LBGTQ groups, but kids who are part of that group desperately need to be included in social analysis.	no		compliment
I think these encompass the historical big ideas needed to teach citizenship and civic engagement in today's society.	no		compliment
If every grade 5-7 you have TOO MUCH pushed into 1 year then expect them to remember EVERYTHING so that you can debate and discuss in 8th is unrealistic. In high school Civics (government) is one 1 semester, why do we spend an entire year on it in 8th? If you spent 1 semester doing more American and/or world history (left over from 7th), then you could do more Civics/citizenship in the other semester and tie it all together before they head to high school.	no		US History is present throughout 8th...perhaps reformatting can provide clarity/this content is also covered within 7th grade/curricular/instructional decision/LEA decision
Include actual content in the standards.	no		curricular/instructional decision/LEA decision
look at my markup	no		vague
Need specific topics!!!Need to delineate between the grades what each is responsible for.	no		curricular/instructional decision/LEA decision
Page 438.E5.2, 8.G1.1, 8.H3.4: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	no		vague
Please consider putting 7th and 8th grade standards in chronological order.	no		story line change not possible/curricular/instructional decision/LEA decision

Eighth Grade

Primarily the Economic standards here.	no		other standards are present in 8th and all standards are equally represented within the grade band
Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally.	no		opinion/rant
Since 8th grade has the first opportunity to pass the state mandated civics test, I like that the majority of the standards are civic based, that makes sense. However, not dividing more of the content between upper grades will have the effect of loss of depth in studies.	no		assessment/curricular/instructional decision/LEA decision
Some key concepts would be nice here - these make it sound like this class is secretly a history class but we're not wanting to call it a history class. Is it a civics class that touches on history, or is it a history class that touches on civics? Until this decision can be made, this class seems doomed to do a bad job of both.	yes	working on key concepts	key concepts will be present in supporting document/perhaps provide clarity in 8th grade story line that US history is present and of focus
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	already addressed	present in 6th grade story line
These are appropriate standards.	no		compliment

High School General

<u>General Question</u>				
What would you like the working group to consider as they revise the High School History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	I do not agree with the fact that we do not start until the 15th century. I feel that everything prior has just as much impact on today as everything after. How did we decide that the Ancient Civilizations, Rome, Greece, and Middle Ages were not as important as everything that came after. they helped develop our world. Yes, we have a lot of content to cover in World History, but if we feel we need to leave out information, then perhaps we need to make history into a 4 credit requirement, with two credits being World History. This is my biggest problem with the standards.	Yes/ No	No action taken. Course considerations are the minmum. LEAs can add additional content.	Part if credit requierment
	Think about content but also pacing. We were previously provided with pacing guides to help give a greater scope.	No		curriculum concern
	Please include Greece and Rome, and at least mention Egypt and Mesopotamia. Those cultures are a significant part of world history.	Yes	No action taken. Course considerations are the minmum. LEAs can add additional content.	
	I think they are fine as written	No		
	I believe that standards need to be added that cover back until at least Ancient Greece where the foundations of Democracy were started and Rome where the basis of modern Europe were established.	Yes	No action taken. Course considerations are the minmum. LEAs can add additional content.	
	I, as well as a number of teachers that I have talked with at my school, believe that much of World History prior to the 15th century is just as important as that after the 15th century. With Standards Based Grading on the way, I believe it is especially important that the standards reflect all of the history that is relevant.	Yes	No action taken. Course considerations are the minmum. LEAs can add additional content.	
	Significant changes to the scope and sequence of standards might not be able to be supported by current source material in LEAs. Additionally, ambiguous terms such as analyze and engage allow for multiple interpretations and no clear expectations of the type of work expected from high school level students.	No		Part of comment is curriculum and vague
	The new standards need to place an emphasis on critical thinking and inquiry. These standards do an excellent job of doing just that.	No		
	Highly adaptable for students of all levels.Economics - Some topics that should be considered for inlcusion to the standards: Marginal Analysis, Market Structures, Business Organizations, and a Distinction between Macro and Micro level topics.	Yes	No action needed, it is already included.	
	Civics look good.	NO		
	Organization is a bit confusing as the standards are not all in the same place. . However it would be nice to recommend a 4th year of Social Studies to incorporate the Geography skills necessary to be a citizen in a global society.	Yes/ No	No action needed, addressed in formating	Will be commented with org. Credit issue
	Making sure that while they have streamlined the standards to allow for depth, that we aren't overlooking critical points in history- for example, ancient empires of Greece Rome China and Egypt	Yes	No action taken. Course considerations are the minmum. LEAs can add additional content.	
	More comprehensive course loads. PLEASE!	No		Vague

High School General

<p>The World History Course Considerations for high school need to be revised. As a World History teacher for the last 12 years, I think it's imperative to have some of the events and developments that occurred in the Middle Ages included in order to explain why and how the revolutions (Scientific Revolution, Renaissance, Age of Explorations, Reformation, and Enlightenment) took place. A fair compromise could be starting the class at the year 500 or 1000 instead of 1500. If we can start even earlier, I think it is important to cover Ancient Greece and Rome. However, if these three topics are incorporated back into the standards, then other topics will need to be eliminated in order to work on rigor, concepts, depth, and the ideas outlined in the DSP. If we are permitted to start with Ancient Greece and Rome, then we would need to cut other areas such as National Modernization and some of the topics in Contemporary Global Issues .Many teachers are wondering why the state has still mandated only 3 credits of History/Social Studies in high school. There have been numerous suggestions regarding the addition of a fourth credit that could include a year that covered geography and ancient civilizations. Many states around our nation include a ninth grade social studies class. Could we hope to see this change in the future?</p>	<p align="center">Yes/ No</p>	<p>No action taken. Course considerations are the minmum. LEAs can add additional content.</p>	<p align="center">credit issue</p>
<p>I would suggest making it 4 credits.</p>	<p align="center">No</p>		<p>creidt issue</p>
<p>More emphasis needed on perspective of marginalized groups. Rigor should include looking at long term effects and analyzing sources rather than just texts.</p>	<p align="center">Yes</p>	<p>No action needed, it is already included.</p>	
<p>look at my markup</p>	<p align="center">No</p>		<p>no markup</p>
<p>I don't know anything about them or the situation, except that they have prep time to get ready to teach.</p>	<p align="center">No</p>		<p>Vague</p>
<p>Page 44Entire First Section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.</p>	<p align="center">Yes</p>	<p>Modifications were made for clarification.</p>	
<p>A possible Social Studies capstone assignment that might otherwise embody multiple levels of skill sets required throughout the high school education. Additionally, it may be necessary to impart the level to which a Freshman, Sophomore, Junior, or Senior are expected to perform various tasks, while making clear that these abilities should be practiced at each level to a certain extent.</p>	<p align="center">No</p>		<p>curriculum</p>
<p>The time period proposed is too constrained and does not allow for the proper background knowledge foundation to effectively create an in-depth understanding of various events. You cannot discuss the foundations of Judaism and Jewish migration without discussing the Babylonian Exile. You cannot discuss the foundations of Buddhism in a 1400-present context. You need that prior background information of not only the concept but also the region in which these areas are coming from. You cannot properly explain Middle Eastern conflicts without properly discussing Persia and the Mongols. You cannot properly discuss Chinese and Japanese modernization/imperialism if you have to skip Feudalism. Considering a 4 year social studies requirement would give more time for the student learning to be deeper, where more activities and research could be implemented by students.</p>	<p align="center">Yes/ No</p>	<p>No action taken. Course considerations are the minmum. LEAs can add additional content.</p>	<p>Credit issue</p>
<p>[No Answer Entered]</p>	<p align="center">No</p>		

High School General

Please include more detail about inquiry and include it in with the standards. Also, the content specifications should be left off.	Yes	No action taken. Inquiry is already included. Course considerations are the minimum. LEAs can add additional content.	
general based standards are set in this draft. I feel they are more generalized and less specific. Also, there is no AZ History course.	Yes	No action needed, it is already included.	
The US History is way out in liberal left field, It leaves all details to the elementary and Jr. High and wants the High School to turn into a controversial think tank, discussions that are subjective and unrealistic-dream, it is socialistic and reaching not toward good citizenship.	No		personal opinion
Implementation of new standards is going to be very frustrating when working from materials that are a decade old. Stop wasting money on redesigning things every few years just to justify your own job in the state and instead design a website that actually helps teachers find information to meet these standards.	No		Curriculum, personal opinion
Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally. When I was at ASU in the 1960s, most (not all) students that went into education did it because it was easy and/or they were lazy. Hope it has improved by now.	No		personal opinion
Overall, these look very good. My only suggestion would be to make certain that these students understand the unique political status of AZ's Indian nations. That they understand that Indigenous peoples are not just another racial minority, but are members of nations with a separate juridical identity. Some of my students at ASU do not seem to understand that complex government to government relationship.	yes	No action needed, it is already included.	maybe look at Course considerations
Write more specific standards.	yes	No action needed, it is already included.	
I like the areas of learning for the high school courses. This does a good job of commenting large areas of information and c	no		very positive
Stress balance of perspective (liberal v conservative)	yes	No action needed, it is already included.	
Less recall of information and more understanding of cause & effect, comparison, critical thinking. Reduce the the specific topics covered in world history so that depth can be developed (Egypt, Mesopotamia, Indus, China are repetitive: Focus should be on similarities, not specifics (eg: Cuneiform, hieroglyphs, & ideograms- it sufficient to illustrate development of writing without having to know the specifics of each). Focus on world history that is more relevant to today: more focus on 15th C to today. Students should understand the significance of history as it applies to them.	no		positive
The World History standards need back classic Civilizations and the Middle Ages. From these two units, we also discuss trade (Indian Ocean, Silk Road) and Eurasian History.	Yes	No action taken. Course considerations are the minimum. LEAs can add additional content.	
It would be ideal to require FOUR years of social studies courses, as many states do. The additional year usually includes World Geography and World Cultures for 9th graders, more and more important as those issues become more and more important in our global existence.	no		credit issue
Happy to see that world history content was reduced, we were covering too much.	no		positive

High School General

Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes	Modifications were made for clarification.	
I still think world history should either be left as a whole survey class or split and taught back to back. At the very least, high school world history should be taught as soon after the world history students get in middle school as possible, so move it to a freshman class.	no		curricular
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
I would like them to revisit the Course Considerations for High School World History Section and the History Standards .	no		vague
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching Sikhism as part of world religion will help the students be more able to deal with diverse society	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Almost all of the historical content (in green text) was added during internal review and not vetted by the writing committee. The writing committee should look carefully at this content. The start date for the world history course considerations (1500) should be considered. In the course considerations for world history: political correctness is not an ideology or worldview.	Yes/ No	No action taken. Course considerations are the minmum. LEAs can add additional content.	

High School General

I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft. Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching high school students about major world religions,including Sikhism ,is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress towards inclusion of Sikhism.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
How can the standards be bridged or streamlined to avoid years in between students first learning something and then diving deeper into it in high school?	yes	No action needed, it is already included.	
Well done! These are MUCH better in ensuring we cover what should be covered before students graduate!	no		positive

High School General

High school- under the 'COURSE CONSIDERATIONS FOR HIGH SCHOOL ECONOMICS' pg. 47–Economics reasoning should include the production possibilities curve and circular flow–Exchange and Markets should include property rights.	yes	No action needed, it is already included.	
The removal of specific content and focus solely on skill based skills.	no		vague
With Sikhism being a major world religion is would be irresponsible of the Board of Education to not educate high schoolers. Once they graduate we hope they will be constructive members in society and having this knowledge can only help them become more well rounded, tolerant.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
inclusion/education of other religions is the key to ending ignorance	no		vauge
Teaching high school students about world religions, including Sikhism, is critical to students development as Arizona schools prepare students to be productive members of a diverse society. I strongly urge the board of education to include Sikhism as part of Arizona's education standards.	yes	No action needed, it is already included.	repeated
Teaching High School students about Sikhism, one of the world's major religions, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
Teaching High School students about Major religion including Sikhism s critical to the student development as it will prepare them for increasingly diverse society.	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft	yes	No action needed, it is already included.	repeated
Educating high school students about cultures and religions across the world is critical to the future success of our children. The world is getting smaller and smaller and the success of anyone depends on their ability to work with others.	no		vague
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated

High School General

Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I encourage the Board of Education to maintain the progress toward inclusion demonstrated in this draft	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
I would like them to consider the global society that we live in these days. We need to expose and teach our students about different religions and ethnicity. I would urge them to include this in the standard History and Social Science Standards.	no		vague
If Sikhism is the 5th largest religion, then why not include it? We are all over the news, not for the right reason, because of a false sense of stereotyping. We need to teach our children starting from a young age and continue this all throughout life, especially in high school when kids are the most vulnerable. We need a strong base of knowledge and it starts at the school system.	no		personal opinion
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
It is critical for kids to learn sikhism so no one is being bullied.	no		personal opinion
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
keep Sikhism in the standards	yes	No action needed, it is already included.	repeated
Teaching the kids about Sikhism	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated

High School General

"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
"Teaching high school students about major world religionsIncluding Sikhism, is critical to student development As Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board Of Education to maintain the progress toward inclusion demonstrated in this draft	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching high school students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism and Hinduism and Jainism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
Since much of the inquiry process is dependent on students effectively communicating their findings using evidence from the disciplinary sources, it would be helpful to have a crosswalk of these standards against grade level ELA anchor standards (particularly those related to research, non-fiction reading, and academic writing).	yes	Action taken via ELA crosswalk	
Teach scientific facts vs theology or political views.	no		vague

High School General

Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
High school kids can significantly benefit from knowledge of other religions as they become young adults and venture into an increasingly diverse world. This can impact not only their development but also of others around them.	no		vague
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
[No Answer Entered]	no		
See above comments ... Standards now for graduating with a working knowledge of US history is disgraceful.	no		personal opinion
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft. This is an important life lesson for our young adults as they step over the threshold into the beginning of their adult lives. The ideas and lessons learned in high school will shape their professional, social and political views and behaviors.	yes	No action needed, it is already included.	repeated
High School students need to know about major world religions, including Sikhism. It will make Arizona schools students ready to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft	yes	No action needed, it is already included.	repeated
"Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft especially in light of violence against Sikhs due to lack of knowledge in the general public.	yes	No action needed, it is already included.	repeated

High School General

Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I strongly urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated
Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated

High School - Disciplinary Skills and Processes

Disciplinary Skills Question				
What would you like the working group to consider as they revise the Disciplinary Skills and Processes Standards in the High School History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	AZ History Course more in depth including economics, government, and geography. We have an amazing state. I spent most of my high school youth up till halfway through my senior year in the state of Ohio and we actually had an Ohio History course that truly loved. When I moved to AZ and attended high school for the remainder of my senior year, I was required to complete an AZ History course. Although, I found the course, content, materials, way below grade level. My daughter is set to graduate high school and does not have the option of taking a similar course. AZ History is only touched upon in the other history courses. There is no chance for in-depth knowledge of the government, history, geography do they develop any critical thinking skills	no		credit issue
	Geography is most generally combined with both World history and American history.	no		vague
	good	no		positive
	I like that they offer guidance but do not prescribe anything which gives teacher autonomy.	no		positive
	I think the DSP standards are great as they are listed in the draft.	no		positive
	Is there a way to add something about linking history, geography, etc., to our world today? I see it in history standards, but not in the other subjects.	yes	No action needed, it is already included.	Standards provide space for current issues
	It would be helpful to include a Grade Level Skills Progression summary (similar to the one which is included within the NCSS C3 framework). This would better allow teachers to effectively plan learning progressions to move student skills forward throughout the year.	no		curriculum
	It would be nice to have annotated rubrics at the state level to illustrate the level of rigor expected of students.	no		curriculum
	look at my markup	no		no mark up
	Looks good.	no		positive
	No changes	no		positive
	No major concerns about skills - think about broader application for multiple learners. They seem to mirror a lot of the AP language but World History is taught at a range from resource to AP. Try to phrase more middle of the road.	yes	No action needed, it is already included.	
	Page 44Entire First Section: Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	
	Perspective. Looking at events from multiple viewpoints would increase rigor and support empathy in Civics.	no		vague
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes	Modifications were made for clarification.	

High School - Disciplinary Skills and Processes

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally. When I was at ASU in the 1960s, most (not all) students that went into education did it because it was easy and/or they were lazy. Hope it has improved by now.	no		personal Opinion
Sikhism , please consider teaching about Sikh history	yes	No action needed, it is already included.	
Students need to learn to how to be seekers of knowledge rather than receivers of knowledge. The Inquiry Arc and the disciplinary skills standards are a positive step in that direction.	no		positive
The words periodization and synthesis could be included to describe historical thinking and inquiry skills.	yes	No action needed, it is already included.	
These are fine	no		positive
These are fine.	no		positive
These are skills that competent teachers are currently teaching in their classroom. Provide a subtitle heading for each Anchor Standard . For example - SP1 - Chronological Reasoning, SP2 - Historical Perspectives, SP3 - Historical Sources, SP4 - Thinking like a Historian are some possible suggestions.	yes	No action needed. LEAs can create via curriculum	
These don't seem to differ appreciably from what currently exists - what is the distinction here?	no		vague
They are great	no		positive
They look good. Thank you for the time and effort put into these new standards.	no		positive
They're fine.	no		positive

High School - Civics

HS Civics Question				
What would you like the working group to consider as they revise the Civics Standards in the High School History and Social Science Standards?	Comment	Actionable or No	Yes Action taken	Notes
	C3 seems to long and may need to be reviewed and edited.	No		vague
	Civics needs to emphasize both American and Arizona government and emphasize the role of citizens in our political processes.	yes	No action needed, it is already included.	
	Current political climate makes us question the term civic values and how it will be taught. Those vaules are expressed differently among different people.	no		vague
	HS.C2.1 - increase rigor! **ANALYZE the importance of individual participation in civic and political institutions.** Perhaps add an element of understanding repercussions/consequences of non-participation.HS.C2.3 - Analyze the responsibilities AND DUTIES of citizens.LOVE HS.C2.6 :)HS.C2.7 - wording insinuates we are looking at only the good. We need to study shortfalls as well.I see the emphasis on the deliberative process which is GREAT! I'd like to see more emphasis on Compromise as well - this is a major democratic virtue.	yes	No action needed, it is already included.	positive
	I am suggesting some change to the organization of the 8th bullet point in high school civics/government. It starts with American political culture, values... It should be organized better, possibly shortened. It includes 2 separate references to religion: freedom of conscience and expressions and freedom of religion . One of those should be eliminated. Also, privacy and civil society and civilian control of the military should either be eliminated or moved. They do not seem to fit with general values like justice, equality, and the common good.	yes	No action needed, LEA can support via curriculum	
	I like them as written	no		positive
Done	I would like to see the last bullet under Course Considerations to have a more thorough description. News Literacy should be defined and examples given.	yes	Media Literacy was expanded	
	If the Civics exam is going to be the standard for graduation, you may want the civics standards to comment more of those topics specifically.	no		assessment
	look at my markup	no		no mark up
	No changes	no		positive
	Pages 46-47 - Civics/GovernmentRestore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes	Modifications were made for clarification.	

High School - Civics

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally. When I was at ASU in the 1960s, most (not all) students that went into education did it because it was easy and/or they were lazy. Hope it has improved by now.	no		personal opinion
scale back on history of government set up and documents, can be covered in US History focus more on involving the student as an informed citizen	no		curricular
See response to question 85	no		
These don't seem to differ appreciably from what currently exists - what is the distinction here?	no		vague
These looked fine	no		positive
They look good. Thank you for the time and effort put into these new standards.	no		positive
They're fine.	no		positive

High School - Economics

HS Economics Question				
What would you like the working group to consider as they revise the Economics Standards in the High School History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	Economic standards appear to be VERY specific and more prescriptive.	no		personal opinion
	Economics education needs to focus primarily on financial literacy. Students need to learn how to manage their money and a budget if we want to teach them to be self-sufficient, responsible adults.	yes	No action needed, already addressed in standards.	
	good	no		positive
	Great idea on finance education.	no		positive
	HS.E2.2 should specifically include that teachers should note major economic schools of thought used in America (Austrian, Keynesian, and Chicago/Monetarist)	yes	No action needed, LEA can support via curriculum	
	I really like how general the standards are. It gives teachers a lot of autonomy in deciding which resources can be used to teach about economics. It no longer feels like a check list of topics to cover but rather commenting main ideas and allow for more critical thinking. I feel these are good just as they are.	no		positive
	Leave the Econ standards alone. They are clear. Econ never gets the reference and resource materials to support anything new, so leave them alone.	no		positive
	look at my markup	no		no mark up
done	Marginal analysis should be added to point 2 on economic reasoning. Free trade or free trade agreements should be added to the global economy section. I would like a new point on microeconomics that includes market structures and business organizations. I would also add a point on the role of labor unions in the establishment of worker's rights, including 40 hour work week, overtime pay, workmen's compensation, workplace safety, ending child labor, and so on.	yes	Marginal analysis Added to HS.E2.3 The interconnected global economy impacts all individuals and groups in significant and varied ways. HS.E5.1 Evaluate the advantages and disadvantages of global trade. HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies. HS.E5.3 Explain why nations chose to trade and how it is regulated. HS.E5.4 Explain how national economies influence trade.	
	Page 47 - Economics Restore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.	yes	Modifications were made for clarification.	
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	no		curricular

High School - Economics

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally. When I was at ASU in the 1960s, most (not all) students that went into education did it because it was easy and/or they were lazy. Hope it has improved by now.	no		personal opinion
There should be differentiation between Micro and Macro economics. Marginal analysis is a topic that should be directly mentioned in the standards. Comparative and Absolute advantage in terms of trade is not commented.	yes	Marginal analysis added to HS.E2.3	
These don't seem to differ appreciably from what currently exists - what is the distinction here?	no		vague
They look good. Thank you for the time and effort put into these new standards.	no		positive
They're fine.	no		positive
You took out Foundations of Economics. Why? The students know very little about Economics and jumping right in to Microeconomics will do little to help with their understanding.	yes	No action needed, foundations are included in Reasoning.	

High School - Geography

HS Geography Question				
What would you like the working group to consider as they revise the Geography Standards in the High School History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	<p>As a geography educator, I would suggest the following revisions:HS.G1.1 Use geographic data to explain and analyze relationships of locations of places and regions. Key tools and representations include but are not limited to maps, remotely sensed and other images, tables, and graphs. HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. Key tools and representations include but are not limited to Google Earth, story mapping, wayfaring apps, and other geospatial technologies.HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions. HS.G2.4 Evaluate the use and sustainability of natural resources.HS.G4.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement. HS.G3.5 Evaluate the impact of political, economic, and social decisions that have caused conflict or promoted cooperation throughout time.Delete all proposed standards under Global Interconnections.....Revise with:HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global). HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resources availability and use. HS.G4.3 Analyze patterns of interdependence.</p>	yes	already addressed	
	Geography is most generally combined with both World history and American history.	no		vague
	I like that they are written and are able to be incorporated into other social studies courses. However because it doesn't have a stand-alone requirement in the Arizona Graduation Requirements. Therefore it would be beneficial for teachers with limited geography training to be provided with supplementary documents that correlates the standards of other disciplines in social studies.	no		curriculum
	look at my markup	no		n/a
	Looks good. I appreciate the focus on human interaction and impact and the connection to historical events.	no		positive
	More map work in understanding migration effects in the development of civilizations and cultures of the world thru changes in climate, politics or government changes. More Cause and effect knowledge.	yes	No action needed, LEA can support via curriculum	
	No changes	no		positive
	Outline specific concepts related to geography that students should know or be able to do, not just vague statements like 'land use'	yes	No action needed, LEA can support via curriculum	
	Perfect!	no		positive
	Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education.	yes	Modifications were made for clarification.	

High School - Geography

Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally. When I was at ASU in the 1960s, most (not all) students that went into education did it because it was easy and/or they were lazy. Hope it has improved by now.	no		personal opinion
Students need to review where famous and critical natural and man made features are. If geography remains as a freshman class, then students need to know where these things are for world and U.S. history.	no		curricular
These don't seem to differ appreciably from what currently exists - what is the distinction here?	no		vague
They look good. Thank you for the time and effort put into these new standards.	no		positive
this is not a separate class so needs to be streamlined and included under other categories	no		curricular
Understanding the globe and different cultures around the world is essential for our students to understand America's role in the world and their role as American citizens in both national and global contexts.	no		vague

High School - History

<u>HS History Question</u>				
What would you like the working group to consider as they revise the History Standards in the High School History and Social Science Standards?	Comment	Actionable Yes or No	Action taken	Notes
	<p>Again, I do not feel it is appropriate as a historian to leave out history that occurred prior to the 15th century. i feel that this period of time is just as important, if not more important, because it helps shape who we will become during the 15th century up until now. Leaving out things like Rome (where we get our laws from, Christianity, etc) and Greece (where we get our ideas about government, Socratic method, etc.) as well as other civilizations and parts of history, would be detrimental to the understanding of why we are who we are.</p>	yes	No action taken. Course considerations are the minnum. LEAs can add additional content.	
	<p>As a 15 year History/Government teacher I have consistently placed students at the university level with superior knowledge and understanding of history and government. Feedback from university students always comes in the form of you taught me everything my history teacher at college is teaching me now. I was able to achieve those results by using my OWN creative abilities, recognition for skill building and teaching to a variety of learning styles through scaffold techniques, and a gradual increase in rigor over an extended period of time. I don't need revised standards. What we need to do is get administrators out of our classrooms, quit spending millions on the next highly marketed scheme, and put education back the hands of educators.</p>	no		curriculum

High School - History

<p>As mentioned before, a less Western-centered framework, so that Africans, Asians, and Latin-Americans are portrayed as vital cultures, not just ones responding to Western pressures. Especially as Arizona is a borderland, we should emphasize trade and cultural (not just military) connections between regions: for example, the Indian Ocean trade network (beyond just European take-over), such as that between Oman and East Africa; the Ottoman cultural influence on southeastern Europe; Indian-Chinese-Japanese influence in East Asia; Islamic cultural influences worldwide. Other areas of high relevance and interest to students that are not well covered in the standards are environmental history and medical history/public health. Students should analyze WHY the West, which is relatively behind other areas of the world in the 15th century, overtakes other parts of the world in the modern era. (They should examine developments like industrialization and nationalism in that context - and should explore their negative as well as positive effects. For example, the same nationalism that gave us the unification of Italy and Germany and supplanted the old social divisions within countries also gave us war and genocide....) Finally, the list of advances in thought should not just include European phenomena (Enlightenment, Renaissance) but also NON-Western thought (Ottoman/Muslim attitudes toward minorities, for example, as alternate systems with some positive accomplishments to recommend them).</p>	<p align="center">yes</p>	<p>No action taken. Course considerations are the minimum. LEAs can add additional content or course.</p>	
<p>Bring back Classic Civilizations and the Middle Ages to World History!</p>	<p align="center">yes</p>	<p>No action taken. Course considerations are the minimum. LEAs can add additional content or course.</p>	
<p>Do not teach / NA</p>	<p align="center">no</p>		
<p>focus on attainable concrete standards, measurable, not philosophical, idealistic, yet unattainable standards.</p>	<p align="center">no</p>		<p>curriculum</p>
<p>Generally not a fan of WORLD and UNITED STATES being covered by same standards - leave almost too open.HS.H2.3 - Perhaps add language encouraging comparison of treaties?Will there be state suggestions on scope of each standards? Or is this completely at the discretion of the district/site/teacher?Need more emphasis on marginalized groups and effects of policies, expansion, etc..</p>	<p align="center">no</p>		<p>curriculum</p>
<p>good</p>	<p align="center">no</p>		<p>positive</p>
<p>I, as well as a number of teachers that I have talked with at my school, believe that much of World History prior to the 15th century is just as important as that after the 15th century. With Standards Based Grading on the way, I believe it is especially important that the standards reflect all of the history that is relevant.</p>	<p align="center">yes</p>	<p>No action taken. Course considerations are the minimum. LEAs can add additional content or course.</p>	
<p>It seems as though the History specific standards relate very much to the other disciplines and do not stand on their own in a distinctive way.</p>	<p align="center">no</p>		<p>vague</p>

High School - History

<p>Less recall of information and more understanding of cause & effect, comparison, critical thinking. Reduce the the specific topics covered in world history so that depth can be developed (Egypt, Mesopotamia, Indus, China are repetitive: Focus should be on similarities, not specifics (eg: Cuneiform, hieroglyphs, & ideograms- it sufficient to illustrate development of writing without having to know the specifics of each). Focus on world history that is more relevant to today: more focus on 15th C to today. Students should understand the significance of history as it applies to them.</p>	<p align="center">no</p>		<p align="center">positive</p>
<p>Page 45 - World HistoryRestore to what the teachers asked for. Remove the additions by ADE. What did the teachers have here? Unless it was a grammatical fix, it should be returned to what the teachers asked for.</p>	<p align="center">yes</p>	<p>Modifications were made for clarification.</p>	
<p>Please include Greece and Rome as a bare minimum mention of the ancient world, or create an ancient world history class for the freshman year.</p>	<p align="center">yes/no</p>	<p>No action taken. Course considerations are the minnum. LEAs can add additional content or course.</p>	<p align="center">credit issues</p>
<p>Please keep in mind that a large portion (compared to other places) of the students in this state are English Language Learners and/or have IEP's. Asking them to work at the higher end of Bloom's or the DOK 3/4 level is only going to make them shut down and widen the achievement gap.</p>	<p align="center">no</p>		<p align="center">curriculum</p>
<p>Please remove all the curricular decisions about what teachers must teach. The language that reads includes, but not limited to, makes curricular decisions which are supposed to be the decisions of the local school districts, not the Arizona Department of Education</p>	<p align="center">yes</p>	<p>Modifications were made for clarification.</p>	
<p>Remove content suggestions and focus on skills</p>	<p align="center">no</p>		<p align="center">vague</p>
<p>Same as above for all the others, it is the basics that count, not all the words that make the education system feel good, but let down the kids when a lot of them can't read when they graduate. Again, self responsibility - no free ride in life except in North Korea where everyone is starving equally. When I was at ASU in the 1960s, most (not all) students that went into education did it because it was easy and/or they were lazy. Hope it has improved by now.</p>	<p align="center">no</p>		<p align="center">personal opinion</p>
<p>Students need to study the historical events that shaped the world they live in. The world and the role of America in the world drastically changed in the 20th century and created the world our kids are growing up in and going to inherit. In my experience, much of history education is spent on teaching events that have minimal impact on America and the world today while simultaneously ignoring post-World War II history. History education needs to shift to and focus on teaching students about how the world they were born into was created.</p>	<p align="center">no</p>		<p align="center">positive</p>
<p>Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.</p>	<p align="center">yes</p>	<p>No action needed, it is already included.</p>	<p align="center">repeated</p>

High School - History

The addition of Sikhism alongside other world religions will help decrease bullying and increase appreciation of the contributions of Sikh Americans to their communities. I strongly encourage the Board of Education to maintain this important improvement to the standards.	yes	No action needed, it is already included.	repeated
The History Standards look good. I have no recommendations for improvement.	no		positive
The World History Course Considerations for high school need to be revised. As a World History teacher for the last 12 years, I think it's imperative to have some of the events and developments that occurred in the Middle Ages included in order to explain why and how the revolutions (Scientific Revolution, Renaissance, Age of Explorations, Reformation, and Enlightenment) took place. A fair compromise could be starting the class at the year 500 or 1000 instead of 1500. If we can start even earlier, I think it is important to cover Ancient Greece and Rome. However, if these three topics are incorporated back into the standards, then other topics will need to be eliminated in order to work on rigor, concepts, depth, and the ideas outlined in the DSP. If we are permitted to start with Ancient Greece and Rome, then we would need to cut other areas such as National Modernization and some of the topics in Contemporary Global Issues. I would like to see it emphasized in the introduction of the course considerations for World History that LEAs can allow for flexibility of the curriculum. For example, when it lists Political Revolutions and National Modernization, both are followed by a list of events/locations. It should be noted that not all of those revolutions need to be covered and national modernization doesn't need to be covered in all four locations.	yes	No action taken. Course considerations are the minimum. LEAs can add additional content or course.	
These don't seem to differ appreciably from what currently exists - what is the distinction here?	no		vague
They look good. Thank you for the time and effort put into these new standards.	no		positive
They're fine.	no		positive
This comes down to what was stated on a previous page. I am not sure students will be adequately prepared by prior education to understand at a high school level.	no		vague
This question refers to a portion of the High School standards where Sikhism is included. Here is a sample comment to indicate your support: "Teaching High School students about major world religions, including Sikhism, is critical to student development as Arizona schools prepare students to be productive members of an increasingly diverse society. I urge the Board of Education to maintain the progress toward inclusion demonstrated in this draft.	yes	No action needed, it is already included.	repeated

High School - History

<p>Under Course Considerations for High School World History , I would like to see the 15 bullets brought down to something similar to what U.S. History has. I would also like the course to span a greater period of time. Bullets that could be combined: World War I, Inter-war Period, and World War II - this could be one thematic unit that focuses on the World at War. The Cold War and end of the Cold War could be combined. I don't believe National Modernization needs to be its own bullet. All types of revolutions could be categorized as revolutions. HS.H1.3 - Is too vague. HS.H2.2 - Analyze approaches to conflict management and resolution - is also too vague.</p>	<p align="center">yes</p>	<p>No action taken. Course considerations are the minnum. LEAs can add additional content or course.</p>	
<p>Under the last bullet point on Contemporary United States I would definitely consider adding a little more specific events, for example Persian Gulf War and Iraq War, NAFTA, Columbine, Immigration policy in America (Reagan's amnesty to DACA). It seems when we get to current issues, we speak in super vague terms in order to avoid controversy. What is growing international conflict and tension? It seems vague and I have a hard time knowing what I would teach under that. Replace environmental issues with climate change . Replace human rights with issues relating to human trafficking .</p>	<p align="center">yes</p>	<p>No action taken. Course considerations are the minnum. LEAs can add additional content or course.</p>	
<p>Using the World History standards, the previous standards provide reliable structures such as units of study whereas the new standards would need to be organized into units either by school sites or districts, which shows a lack of framework. Additionally, I think these standards may be more difficult for new teachers to work with in the sense that the previous standards also outlined some key points to cover and skills to focus on while the new content standards just give topics. The World History standards deserve to be looked at again. Firstly, it's recommended that we begin teaching in the 15th century but are required to teach religions? To me, the creation and spread of religions is best understood within the context of when and where they were created. So really, we wouldn't be starting the 15th century because the major world religions were developed before the 15th century. Additionally, it's recommended that we teach the Renaissance (which is a construct rather than an actual event) but not the Reformation? That's ludicrous! Additionally, the relevance of the Renaissance, Scientific Revolution and the Enlightenment is totally moot without at least teaching the Middle Ages.</p>	<p align="center">no</p>		<p>curriculum</p>
<p>Very broad standards and perhaps intimidating to new teachers.</p>	<p align="center">no</p>		<p>vague</p>

High School - History

<p>When looking at subject specific considerations, World History needs to be heavily adapted. Allow us a larger time frame but allow us to trim some of the concepts or ideas. Or, better yet, allow us to expand world history into a two-year course rather than a one year focus. That way, we can couple Ancient Civ - 1450 with geography pertinent to that era say Freshmen year, then 1450-present with geography pertinent to that era Sophomore year. It would still align with ELA curriculum for sophomores since most of the World History studied alongside Sophomore ELA curriculum is 1400-present. The time period proposed is too constrained and does not allow for the proper background knowledge foundation to effectively create an in-depth understanding of various events. You cannot discuss the foundations of Judaism and Jewish migration without discussing the Babylonian Exile. You cannot discuss the foundations of Buddhism in a 1400-present context. You need that prior background information of not only the concept but also the region in which these areas are coming from. You cannot properly explain Middle Eastern conflicts without properly discussing Persia and the Mongols. You cannot properly discuss Chinese and Japanese modernization/imperialism if you have to skip Feudalism.</p>	<p align="center">no</p>		<p align="center">credit issue</p>
<p>While in the World History class considerations it says a balance between East and West is needed, the list of topics is very much skewed to the west. The addition of possible topics from the East may help teachers and insure a balance.</p>	<p align="center">yes</p>	<p>No action needed, it is already included.</p>	

Comment	Actionable Yes or No	Action taken	Notes
<p>All of the K-3 History and Social Science Standards would be considered developmentally inappropriate. Standards that are “developmentally appropriate” are written with an understanding of how children’s minds mature so that the content and material presented correspond to the appropriate stage of mental development. “Age-appropriate” standards adhere to a sequencing that advances a child’s academic progress.</p>	no		Personal opinion-Technical reviewers, other state standards, and current research supports the standards as written
<p>The proposed AZ History and Social Science Standards fail to honor the <i>widely held</i> understanding of childhood development and require children who are in the middle of the concrete operation period to explain, compare, generate, justify, and apply principles that are abstract in nature. For example, the below standard for first grade requires students to: “1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources and secondary sources.”</p>	no		-Technical reviewers, other state standards, and current research supports the standards as written. The topics of innovations is not abstract.
<p>If teachers are held accountable for student mastery of these standards on high-stakes testing, valuable classroom time will be spent drilling it into students and will result in <i>frustrated</i> children and nervous teachers. A very unfortunate consequence of measuring students against <i>inappropriate standards</i> is that teachers are going to see typically developing children as delayed or behind. This will lead to students being held back or tracked into remedial classes that they don't <i>really</i> need. Moreover, such results will negatively affect teacher evaluations, and unfairly so.</p>	no		-there is no assessment for History and Social Sciences at this time
<p>In speeches at Notre Dame (https://www.youtube.com/watch?v=7tSQIJE6VuA) and before the Ohio House Education Committee, (https://www.youtube.com/watch?v=GdiFunxrHiw&index=4&list=PLYjhWVZdbWy4OkQlSoG09Jie-B9Kv5iSl) child clinical psychologist Dr. Megan Koschnick explained that standards that young children are expected to meet, <i>e.g.</i>, to “collaborate” “engage in multiple discussions” “express thoughts, feelings, and ideas clearly” <i>etc.</i>, might be appropriate for training a “global workforce,” but they are <i>not</i> appropriate learning standards for young children. Dr. Koschnick warned that forcing children to meet standards <i>beyond</i> their capacity results in anxiety, frustration, and negative feelings about school, and they eventually “disengage.” Such reactions are often misinterpreted as behavioral problems, and many such children are <i>misevaluated</i> as in need of remediation.</p>	no		-Technical reviewers, other state standards, and current research supports the standards as written

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At all levels K-12, the social studies curriculum should be history-centered, with geography, economics, and civics incorporated in historical context. Chronology organizes courses and fosters appreciation of patterns, themes, and cause-and-effect in history.	yes	No action taken, already included in standards. LEA decision on curriculum	-LEA decision
K-12 curricula be unified with genuine, historical themes (e.g. the Bradley Commission's).	yes	No action taken, already included in standards.	-LEA decision
At K-3, great stories of history be emphasized (e.g., biographies, historical tales, legends, myths, ballads) and names and places made familiar.	yes	No action taken, already included in standards. LEA decision on curriculum	Curriculum/LEA decision
The proposed draft standards do not provide the background knowledge that is needed to improve the historical knowledge of the Arizona's children. In addition, this lack of historical knowledge can lead to a decrease in reading comprehension.	No	As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Public feedback on the 2005 standards heavily criticized checklist format	History standards are present in all grade levels- vague
In the younger grades, there is a need for mastery of geographical facts. The ability to make maps assumes basic information about maps has already been taught. The new standards do not have that content. That information should be taught in K-3.	yes	No action taken, already included in standards.	Geographic content knowledge is addressed in the K-3 standards
In first grade, the expectation is that students know the terms urbanization and industrialization.	No	terminology in standards are for teacher use. student will be instructed in age appropriate way.	Content is addressed in storyline: "Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. "
The younger grade levels are expected to explain and compare concepts that have not been taught.	No	As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Public feedback on the 2005 standards heavily criticized checklist format	-Concept knowledge is taught within the storyline, personal experiences, or through the integration of ELA stories
There is quite a bit of repetition of standards from grade level to grade level.		Repetition is appropriate for grade bands to reinforce concepts. As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Public feedback on the 2005 standards heavily criticized checklist format	-Standards are taught through storylines which change and progress with each grade level.

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<p>Human –environment interactions is not appropriate for K-3 due to vocabulary and lack of background knowledge</p>		<p>As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Public feedback on the 2005 standards heavily criticized checklist format. Standards are appropriate for age level - farming for K. Teachers will build background knowledge and scaffold as appropriate.</p>	<p>Human-environment interaction is taught through the storylines at a developmentally appropriate level.</p>
<p>In the middle grades, geography information should be correlated with what is being taught in history. "Key concepts of geography, such as location, place, and region are tied inseparably to major ideas of history such as time, period, and events. Geography and history in tandem enable learners to understand how events and places have affected each other across time..." –(Educational Resources Information Center (ERIC), U.S. Department of Education) "...geography is by nature the constant companion of historical studies; it is hardly possible to grasp the one without the other." (Bradley Commission on History in Schools)</p>	<p>Yes</p>	<p>Standards are intended to be integrated in courses based upon the storyline.</p>	
<p>Too many standards are related to culture versus the importance of geographical content.</p>	<p>No</p>	<p>Personal opinion</p>	<p>Culture is a component of Geography</p>
<p>High school geography needs actual geography content. Americans are very poor in the knowledge of geography. The emphasis is almost solely human geography.</p>	<p>No</p>	<p>LEA decision to provide a geography course. High School standards are not stand-alone. They are meant to be incorporated across core disciplines. See comment above.</p>	
<p>With the current geography draft standards, Arizona will continue the geographical illiteracy that plagues our country.</p>	<p>No</p>	<p>Personal opinion</p>	<p>AZGA and NG reviewed standards and modifications were made based upon their recommendations.</p>
<p>In 5.E7.1 states economic powers outlined in the Constitution. This should be clarified to state Article 1 Section 8.</p>	<p>No</p>	<p>Economic powers go beyond Article 1, Section 8.</p>	
<p>In 6th -12th grades, there is little content related to basic economic principles and great economic thinkers such as Adam Smith. In particular, the definition of particular economic systems such as capitalism, socialism and communism is completely absent.</p>	<p>No</p>	<p>No action needed, these are all addressed in the standards, storylines, and course considerations. Public feedback on the 2005 standards heavily criticized checklist format.</p>	

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<p>The K-3 (except for 3.E1.1) standards are plagued with the same problems as all of the other standards as being developmentally inappropriate. An example is 1.C1.3 which states that a first grader must be able to “compare one’s own thoughts and opinions with others’ perspectives.” As proposed earlier that teaching the great stories of history is one of the best ways to teach civics to K-3 students.</p>	<p>No</p>	<p>As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Standards are appropriate for age level - farming for K. Teachers will build background knowledge and scaffold as appropriate.</p>	<p>-Technical reviewers, other state standards, and current research supports the standards as written</p>
<p>Classroom rules should not be in state standards. That is a local classroom decision.</p>	<p>No</p>	<p>Classroom rules are not in the standards, but it is why rules are important to a society. Teachers will build background knowledge and scaffold as appropriate.</p>	<p>Standard requires students to discuss why rules are important not what the rules should be.</p>
<p>Standard 4.C2.1 “Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality and individual rights. This standard is disturbing because the concepts of liberty, justice, equality and individual rights have been clearly defined by our Founding Fathers and other influential political thinkers such as John Locke. What is the purpose of this standard?</p>	<p>No</p>	<p>Fourth grade storyline addresses historical content dealing with slavery, colonization, and foundations of the revolution where these rights were debated. The purpose of the standard is demonstrate how rights have changed over time.</p>	
<p>In 5.C2.1, our form of government is defined as a democracy. In the high school standards, our form of government is defined as a constitutional republic, constitutional democracy and republic. This is of grave concern that the writers of these standards do not know what type of government governs the United States. We are a federal republic and Jefferson did state a democratic republic.</p>	<p>No</p>	<p>All of the items mentioned are forms of democracy.</p>	
<p>Sixth, seventh and eighth grade civic standards are mainly social/emotional standards not academic.</p>	<p>No</p>	<p>Personal opinion</p>	
<p>Bureaucracy is listed with the three branches of government. That is incorrect.</p>	<p>No</p>	<p>Bureaucracy is part of the executive branch.</p>	
<p>What is the meaning of comparative governments? What is political socialization? These are not standards because the definition may be interpreted differently depending on the teacher.</p>	<p>Yes</p>	<p>These are defined within the standards and will be defined in the supporting documents.</p>	
<p>The importance of the study of these four subjects are just as important as reading, writing and math. In preserving our country, I would put forth the idea that these subjects may be even more important for Arizona students to obtain mastery. Unfortunately, the proposed history and social science standards are a huge step backward. My recommendation would be utilize validated and proven standards that help students learn and master the important principles and concepts that need to be taught to prepare them to be citizens of this great country!</p>	<p>No</p>	<p>These standards are aligned with the Bradley Commission, National Civics Standards, and were created utilizing current research.</p>	

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<p>Local educational agencies are given too much latitude to choose topics of study. Many grade-level standards are accompanied by the notice: “Understanding time constraints, LEAs should select a manageable amount of content to support the inquiry process to educate students.” This short-changes students who will be sent to the next grade level without an adequate foundation to understand subsequent topics. If a student is not given thorough exposure to the ideas of the American Revolution, he or she will be lost in eighth grade when asked to study civics. Furthermore, this “pick-and-choose” approach invites the introduction of implicit bias into classrooms. Instructors will focus on events and interpretations which they consider important while excluding other material. Many teachers studiously avoid this but some will not.</p>	<p>No</p>	<p>AZ State laws require local control of education and standards outline important events, such as the American Revolution and Civil War. Please refer to the storylines and course considerations for a full list of topics.</p>	
<p>As admitted in the standards, there are too many topics at each particular grade level to cover effectively. Seventh grade social studies teachers must usher students through 400+ years of world history, precluding a comprehensive understanding of history as a whole.</p>	<p>No</p>	<p>The standards focus on key events and turning points. See course considerations and storylines for more information.</p>	
<p>Eschewing a coherent presentation of history in the schools, the standards instead see the subject subordinate or a vehicle to “support” the inquiry process. In short, history is a means to an end rather than an end in-and-of itself. The explanatory notes accompanying the standards are explicit and direct: social studies is to be subordinated and made an adjunct to teaching of the English language arts standards.</p>	<p>No</p>	<p>Social scientists use inquiry (pose questions and gather evidence) similar to ELA. The standards focus on key events and turning points.</p>	
<p>The standards will further the damaging trend in many self-contained primary classrooms of focusing on “tested” subjects to the detriment of social studies. The deliberate muddying of the waters between social studies and ELA skills will lead to a marginalization of social studies. Accordingly, students will arrive to departmentalized classes in middle and high school with huge skills gaps. This will necessitate time-consuming and complex formative assessment and re-teaching of prerequisite concepts; not all teachers will be able to do this, and students will be the ones to pay the price.</p>	<p>No</p>	<p>Social scientists use inquiry (pose questions and gather evidence) similar to ELA. The standards focus on key events and turning points.</p>	

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<p>Gaps in historical understanding. The old standards used spiraling to teach concepts at grade-appropriate levels of complexity. However, lack of coordination between grade-level teams led to poor execution of the old standards; students complained of repetitive coverage across the grade levels. The draft standards resolve this problem by avoiding repetition of topics across grade levels, but open us up to a new problem: gaps. If a fifth grade teacher fails to teach the American Revolution, the Constitution, the Civil War, or Reconstruction, all of the students in that class will have to wait until high school to see those topics again. Worse, these students will sit through civics in eighth grade without being able to summon appropriate historical context.</p>	<p>No</p>	<p>Standards are implemented by local LEAs.</p>	
<p>Jumping from topic to topic will lead students to see history as an incomprehensible, interminable litany of dates, people, ideas, and events which bear no relation to other events or themselves. Putting aside the fact that the coverage included in the draft standards is optional and at the discretion of LEAs, the standards separate topics which should be taught concurrently to build nuanced understanding. Colonial America is taught in fourth grade and the Revolution is taught in fifth grade. The Cold War is taught in seventh grade and the Civil Rights Movement is taught in eighth grade. The Vietnam War is taught in seventh grade and modern U.S. political history is never taught. World War Two is taught in seventh grade, while the Holocaust is taught in eighth grade.</p>	<p>No</p>	<p>The standards are written with a coherent storyline and progression.</p>	

	Comment	Actionable Yes or No	Action taken	Notes
General Comments				
	For a constitutional republic based on the maxim of self-government by the sovereigns (We the People) and limited civil government intrusions a significant emphasis needs to be placed on the roles and responsibilities of all the sovereign spheres of a culture such as the individual, marriage and the family, the church, commerce, community organizations and neighbors, and civil governments.	No	Social contract is included in the standards.	
	With our steady transformation via the Politically Correct worldview into an ever growing centralized civil governing state the freedoms and liberties of the other social spheres are being eroded as depicted in this endnote	No	Personal opinion	
	To be a self-governed sovereign and an effective agent within each social sphere he participates in the individual has to be resilient, a feature lacking in the majority of high school and college graduates. Resilience is a learned skill and each student deserves to be challenged and encouraged to develop this skill https://fee.org/articles/how-not-to-be-a-snowflake-at-work/ .	No	Too vague - not actionable. Standards are written according to current research and include rigor.	
Introduction Comments				
Done	Strike out: <i>the self-evident truths that are the anchors of our political system</i> from the Ronald Reagan quote	Yes	Removed quote.	
	NOTE: list some the more salient self-evident truths to put a common focus for teachers, staff, parents and students such as individualism, freedom, liberty, self-government, resilience, negative rights including life, liberty, property and pursuit of happiness, a protective civil government of those rights, limited civil government power, citizen sovereignty Vs state sovereignty, decentralized civil governments Vs centralized civil government, sphere sovereignty, morality, virtue and religion being necessary for good government, etc.	No	Too vague - not actionable. Standards are written according to current research and include rigor.	
	Strike out: in a rapidly changing world (see note in cell B10)	No		
	NOTE: The knowledge, skills and dispositions for civic life and roles of civil government are timeless as declared in the Declaration of Independence. The roles and responsibilities of the sovereign spheres of a social order should remain the same as they are timeless. There is no reason to emphasize rapidly changing world unless your goal is to create a new governing structure and world citizens rather than a constitutional republic based on self-governing sovereigns known as We the People	No	Too vague - not actionable. Standards are written according to current research and include rigor and relevance.	
	Strike out: • <i>Discerning truths from the truth-claims of the various, competing worldviews in our culture</i> (See note in cell B12)	No	Standards are written for all AZ students.	

	<p>A worldview is the particular point of view through which we understand everything. It includes the sum total of our experiences, beliefs, values, feelings, presuppositions, and much more, all of which affects how we view life, interpret it, and make decisions. In short, it includes everything about us, and it affects everything about us. Everyone has a worldview. Everyone has a set of values and assumptions by which they interpret all of life. They may not even know it, but they do have one.”—Dr Joel McDurmon</p> <p>I have provided a Worldview Chart as a second attachment to my email to the AZ Dept of Ed. I can provide a more detailed explanation of worldviews with a personal PowerPoint presentation to the standards writing team to illustrate how this is used for critical thinking and discerning truth. This is the roadmap that can be used to help each student understand their own worldview and that of others.</p> <p>Christianity played a significant role for the creation of this nation and Western Civilization and should be more extensively taught in civics and history. There are myths about what can be legally taught regarding Christianity. Here are the guidelines based on Federal court rulings:</p> <p>Teachers can provide instruction related to religion as part of the curriculum.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use religious information in an objective manner. <input type="checkbox"/> Teach the Bible for its historical, cultural, or literary value <p>Students can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express their religious beliefs in classroom discussions, homework, projects, artwork, and all other school assignments as long as it is relevant and meets the requirements of the assignment. <input type="checkbox"/> Schools can't: Prohibit, punish, or give a lower grade to a student who includes religious viewpoints in a class assignment. <input type="checkbox"/> Watch out for: Instructions for an assignment that restrict the discussion of 	No	Standards are written for all AZ students. Christianity is addressed in the standards.	
	<p>Strike out:</p> <ul style="list-style-type: none"> • <i>Exploring and developing an understanding for your own worldview including philosophies of history, economics, laws, sociology and politics, ethics, etc</i> 	No	Standards are written for all AZ students.	
Focus				
	<p>Strike out: <i>To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each elementary grade level has a storyline and content focus for the year. A more detailed storyline can be found later in this document on the specific grade level standards page. This is not the case for the high school standards. (See note in cell B16 - below)</i></p>	No	Local districts will create curriculum.	
	<p>NOTE: suggest the model of the trivium be used as it is age appropriate learning where K-5 learn knowledge and grades 6-8 move into the logic phase for developing an understanding of what they learned, laws of logic are learned and critical thinking is applied. Teaching the laws of logic for critical thinking at a younger age is inappropriate http://www.triviumeducation.com/trivium/</p>	No	Local districts will create curriculum.	
Content Descriptors				

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Civics	Strike out: <i>understanding of the entire social order and governing authorities for each sovereign sphere as well as local, state, national, and international civil institutions.</i>	No	Standards are written according to current research and include rigor and relevance.	
	Strike out: <i>virtue, morality, personal responsibility</i>	No	Standards are written according to current research and include rigor and relevance.	
Economics	Strike out: <i>families</i>	No	Standards are written according to current research and include rigor and relevance.	
History	Strike out: <i>The history standards are based on the specific philosophy of history of a particular worldview and</i>	No	Standards are written according to current research and include rigor and relevance.	
	Strike out: <i>Each worldview will present its own, unique historical narrative so knowing the worldview of the history narrative you are studying is essential and how it differs from the historical narratives proffered by competing worldviews.</i>	No	Standards are written for all AZ students.	
Big Ideas				
	C1 should read: <i>: Civic virtues and democratic republican principles are key components of the American political system. (See note in cell B25)</i>	No	Changes would alter the meaning of the term and render it inaccurate.	
	“They hear the word "democracy" all the time from the [educational class], political class and the media class. The political elite have imbedded the word "democracy" into the public psyche. It keeps the people imagining that they are free. Here again this brainwash is complete because everybody spouts it, and I mean everybody. This word is even an excuse for war as in Iraq and Syria. Hitler even called Nazi Germany a "great democracy." American "democracy" is a front for fascism as is any other country called democracy. The word democracy is a key political word. Just see how many times you hear this word repeated each day.” [Unfortunately, using the term “democratic” in newspeak means “democracy.”] How 'Democracy' hides American fascism by Bob Livingston Alerts, April 7, 2018	No	Changes would alter the meaning of the term and render it inaccurate.	
DONE	C3 should read: <i>An understanding of social, civic and political institutions in society and the principals principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	No/Yes	Changed pricipals to principles	Need to change throughout
	E4 should read: <i>The domestic economy is shaped by interactions between government, institutions and the private sector and monetary policies of the central bank. Knowledge of the pros and cons of a fiat money system and fractional reserve banking.</i>	No	Local districts will create curriculum.	
Inquiry Elements				
	[NOTE: assure age appropriateness by following the trivium http://www.triviumeducation.com/trivium/ It is best to load the child with knowledge, as long as the knowledge is founded on truth, during the grammar stage then begin the majority of inquiry during the logic stage]	No	Local districts will create curriculum.	
Design of the Arizona History and Social Science Standards				

<p>The Arizona History and Social Standards are:</p>	<p>Should read: <ul style="list-style-type: none"> • Focused on rigorous content and applications of knowledge through higher-level thinking, reason and laws of logic for discerning truth between competing worldviews via critical thinking using the properties and principles for truth. (See note in cell B31) <u>Principles for Discerning Truth</u> The government education establishment has been advertising for years that critical thinking is taught in K-12 schools yet the tools for true critical thinking are not provided in the standards nor in the classroom and colleges have failed to improve critical thinking skills for at least 1/3 of the students over a 4 year period https://www.wsj.com/articles/exclusive-test-data-many-colleges-fail-to-improve-critical-thinking-skills-1496686662 . The tools consist of studies in Worldviews, Laws of Logic, Discerning Truth and learning to Exegete Vs Eisegete texts : 1) WORLDVIEWS; Know and understand the prevalent worldviews such as Secular Humanism, Cultural Marxism (Political Correctness), Islam, New Age, Western Civilization that are all found in our culture today – refer to the Worldview Chart referenced in endnote C. 2) LAWS OF LOGIC; Know, understand and apply the Laws of Logic with emphasis on both logical argument and the logical fallacies. 3) DISCERNING TRUTH IN DIFFERING WORLDVIEWS; Know, understand and apply discerning truth from the universe of truth-claims per the following properties and principles for truth: Truth – is the ultimate goal in our questions and purpose of life Truth is tested through the Correspondence theory and Coherence theory 1. Corresponds to reality 2. Is there Coherence to all the answers Test truth for 1. Logical consistency 2. Empirical adequacy that is falsifiable 3. Experiential relevance Truth answers 4 ultimate questions dealt by each worldview</p>	<p>No</p> <p>No</p> <p>No</p>	<p>Personal opinion - Standards are written according to current research and include rigor and relevance.</p> <p>Local districts will create curriculum.</p>	
<p>Kindergarten</p>				
	<p>o K.C1.1 Apply values of respect, responsibility, <i>liberty and justice</i> equality, and fairness when participating in and out of school settings. [NOTE: too young to understand the context of “equality before the law” and “fairness” as these terms are used differently between competing worldviews. These terms have to be objectively true, not based on personal feelings as misapplied today]</p>	<p>No</p>	<p>As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Standards are appropriate for age level Teachers will build background knowledge and scaffold as appropriate.</p>	
	<p>o K.C2.1 Describe roles and responsibilities of people in authority. o Such as family members, school personnel, and community members. <i>firemen, policemen, clergy, mayor, etc.</i></p>	<p>No</p>	<p>Local districts will create curriculum.</p>	

Letter #2

Civics	<p>Strike out: Process, rules, and laws direct how individuals are governed and how society addresses problems. o K.C4.1 Explain how people work together to identify and solve problems within the classroom and school. o K.C4.2 Explain why rules are important within the classroom and school (See note in cell B37)</p>	No	Local districts will create curriculum.	
	<p>This is totally inappropriate at this age as it is creating socialists to think that problems are addressed in this manner. Problems are resolved first by self-governing individuals, secondly within family then by church and community organizations or commerce, and as last resort by local, state or national civil governments (beginning at the lowest level) and the courts</p>	No	As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Standards are appropriate for age level Teachers will build background knowledge and scaffold as appropriate.	
History	<p>o K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems. <i>What are other ways to solve problems if cooperation and compromise are not acceptable because the choice is binary? How should you resolve problems with those in authority by still respecting their authority?</i></p>	No	Local districts will create curriculum.	
	<p>o K.H4.1 Explain key American mottos, symbols, traditions and holidays. <input type="checkbox"/> Key American mottos include <i>In God We Trust</i> and <i>E Pluribus Unum</i>. <input type="checkbox"/> Key Arizona motto is <i>Ditat Deus (God Enriches)</i></p>	No	Local districts will create curriculum.	
First Grade				
Storyline	<p>Strike out: <i>Cooperation and compromise without compromising truth. Cooperation and compromise work in limited situations and other means maybe necessary. Learn to walk away from a peer when compromise is unacceptable but always cooperate with those in authority even if negotiation is not achievable.</i></p>	No	Local districts will create curriculum.	
Inquiry Elements	<p>Strike out: o Use consensus building procedures to make decisions about and act on civic problems in their classrooms. [NOTE: Very inappropriate at this age as this procedure is geared to developing collectivists. There are certain instances for consensus building through the Hegelian dialectic process but the criteria for proper application needs to be taught along with other processes for civic and other problems. Perhaps 6th grade is more appropriate to better appreciate the various problem solving methods other than just consensus building so Individualism and self-reliance is maintained and the slip to collectivism is diminished]</p>	No	As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Standards are appropriate for age level. Teachers will build background knowledge and scaffold as appropriate.	
	<p>o 1.C1.1 Apply values of respect, responsibility, <i>liberty and justice</i> equality, and fairness as a member of a community.</p>	No	Standards are written for all AZ students.	

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Done	o 1.C3.2 Explain the role and function of local governments. □ Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community □ Key concepts include but are not limited to type of government and its leaders including the current <i>Mayor, County Supervisors, Governor</i> and President and Vice President of the United States	No	Standards are written according to current research and include rigor and relevance. Standards are appropriate for age level.	
	o 1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities. □ Such as voting <i>and discussing the social issues of the day</i>	Yes	Added current issues to standard.	
History	o 1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in our community. <i>Explain other methods and benefits when cooperation and compromise don't work?</i>	No	Local districts will create curriculum.	
	o 1.H4.1 Explain key American symbols, traditions, and leaders as well as their importance from the past to the present in our country. □ Symbols include but are not limited to <i>the Mayflower, the USS Constitution, American flag, bald eagle, Statue of Liberty, the White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols</i>	No	Local districts will create curriculum. Symbols are already included in standards.	
Second Grade				
Storyline	o Societal institutions and their belief systems <i>and worldviews</i>	No	Local districts will create curriculum.	
Inquiry Elements	o Construct responses to compelling questions using examples with relevant details and present a summary of those responses using print, oral, and digital technologies <i>[optional]</i> .	No	Local districts will create curriculum.	
	o Take group or individual action to help address local, regional, or global problems. Use <i>parliamentary procedures and business style/military meeting procedures as well as</i> consensus building procedures to make decisions about and act on civic problems in their classrooms.	No	Local districts will create curriculum.	
Civics	o 2.C4.1 Explain how people <i>work individually as well as</i> work together to identify and solve problems within our world.	No	Local districts will create curriculum.	
	Add: o 2.C4.3 Explain and understand the differences between <i>Individualism and Collectivism and the typical political systems associated with each</i>	No	Personal opinion	
Geography	o 2.G3.1 Explain why and how people, goods, and ideas move from place to place. □ Key concepts include but are not limited to transportation, trade, immigration, migration, and communications, <i>and political regimes</i>	No	Local districts will create curriculum.	
	o 2.H1.3 Examine developments from the civilization and/or culture in place or region studied <i>and determine if it is a theonomous, heteronomous or autonomous culture.</i> (See note in cell B56)	No	Standards are written according to current research and include rigor and relevance. Standards are appropriate for age level.	

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<p>History</p>	<p><u>Theonomous culture</u> – self-government by the Laws of Nature and nature’s God. The state of a society that regards its own nature and norms as being in accord with the divine nature. Based on Individualism with freedom and liberty but living with a unity of morals for a sustainable society with minimal government oversight and policing.</p> <p><u>Heteronomous culture</u> – Subject to external or foreign laws or domination (positive laws). Centralized government with top-down control; a dictator or oligarchy dictates laws and ethics. Based on Collectivism where the unnatural laws are forced onto the citizens; This is a totalitarian culture.</p> <p><u>Autonomous culture</u> – in effect deifies each person's free will. In the Kantian understanding of freedom, liberty means not only freedom of choice but freedom of independence, on the assumption that one cannot retain free will and still be under the command of another's law. To save freedom, Kant demanded autonomy, but by demanding autonomy he destroyed all real obligation and therefore all real law and created chaos. Unsustainable and transitional; temporary democracy or anarchy eventually becoming a heteronomous culture. As Nietzsche stated: “Out of chaos comes order.”</p>	<p>No</p>	<p>Standards are written according to current research and include rigor and relevance. Standards are appropriate for age level. Local districts will create curriculum.</p>	
	<p>o 2.H3.1 Generate questions about the institutions and belief systems of different societies.</p> <p>□ Key concepts include but are not limited to religion, governments, economic systems, education <i>and worldview</i></p>	<p>No</p>	<p>Local districts will create curriculum.</p>	
<p>Third Grade</p>				
<p>Disciplinary Skills and Processes</p>	<p>o 3.SP2.1 Explain why individuals and groups have different points (<i>in terms of worldviews</i>) of the same event</p>	<p>No</p>	<p>Local districts will create curriculum.</p>	
<p>Civics</p>	<p>o 3.C1.1 Describe civic virtues, democratic <i>democratic republican</i> principles and principles of negative and positive rights, social order and governing authorities, within a variety of government structures, societies, and/or communities within Arizona.</p>	<p>No</p>	<p>Changes would alter the meaning of the term and render it inaccurate.</p>	
	<p>Change Big Idea C3 to read: An understanding of civic and political institutions in society and the principals these institutions are intended to reflect including knowledge about law, politics, and <i>limited</i> government and <i>maximum self-government</i> are essential to effective citizenship.</p>	<p>No</p>	<p>Local districts will create curriculum.</p>	
<p>Fourth Grade</p>				
<p>Civics</p>	<p>o 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality <i>before the law</i> , and individual rights.</p>	<p>No</p>	<p>Already addressed in the standards.</p>	
<p>Fifth Grade</p>				

Civics	<p>o 5.C2.1 Explain how a democracy constitutional republic relies on people’s responsible participation and civil government officials <i>and representatives to obey their oaths of office to the Organic Laws</i> and draw implications for how individuals should participate within the context of key historical events pre-American Revolution to Industrialization.</p> <p><input type="checkbox"/> Key concepts include but are not limited to <i>giving testimonies before boards, commissions and legislatures</i>, voluntarism, joining associations and groups, joining political parties, using the First Amendment (free speech, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military.</p>	No	Changes would alter the meaning of the term and render it inaccurate.	
	<p>Add:</p> <p>o 5.C2.2 Explain sovereignty of citizens and social spheres and how that is a unique feature in America as being the first nation to make this change.</p>	No	Already addressed in standard 5.C3.1	
	<p>Add this key concept to 5.C3.1:</p> <p><input type="checkbox"/> <i>Explain how the functions and structure of the US Constitution support the purposes of government described in the Declaration of Independence.</i></p>	No	Already addressed in the standard 5.C3.1.	
History	<p>o 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p><input type="checkbox"/> Key conflicts can include but are not limited to cultural conflicts, conflict over ideas, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability</p> <p><input type="checkbox"/> Social movements can be organized around religious, social, political, economic, and cultural issues and often aim to promote civil, political, economic, and natural rights. <i>Sometimes they succeed and other times they fail. Give examples of each.</i></p>	No	Local districts will create curriculum.	
Sixth Grade				
	<p>o 6.C1.1 Analyze the beliefs <i>and worldviews</i>, experiences, perspectives, and values that underlie one's own and others’ points of view regarding civic issues.</p>	No	Local districts will create curriculum.	
Civics	<p>6.C1.2 key concepts addition: <input type="checkbox"/> Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise (<i>when compromise is appropriate</i>), civic mindedness, compassion, patriotism, conciliation, and consensus building</p>	No	Local districts will create curriculum.	
Seventh Grade				
	<p>o <i>Just War Doctrine including measures to circumvent war and proper controls for conducting a just war</i></p>	No	Local districts will create curriculum.	

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Storyline	o Modern government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenants, practices, and writings <i>in terms of comprehensive worldviews as many different social factors such as individualism Vs collectivism, freedom Vs totalitarian, sphere sovereignty, economic, natural law Vs positive law, negative rights Vs positive rights, culture, etc are necessary for each of these political systems to work.</i>	No	Local districts will create curriculum.	
Disciplinary Skills and Processes	Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives <i>worldviews</i> about a given event to draw conclusions about that event since there are multiple points of view (<i>ie worldviews</i>) about events and issues.	No	Local districts will create curriculum.	
Civics	o 7.C4.1. Compare historical and contemporary means of changing societies to promote the common good, <i>Determine if these means were constitutional and if they preserved or diminished the negative (unalienable) rights of individuals by providing positive rights to certain citizens.</i>	No	Local districts will create curriculum.	
	o 7.C4.2. Assess specific rules and laws (<i>both actual and proposed</i>) as a means of addressing public problems. <i>Determine if these rules and laws exceed the enumerated powers within the Constitution and whether or not any of the problems these rules and laws address could have been better resolved by the other spheres of the social order.</i>	No	Local districts will create curriculum.	
History	Add: o 7.H1.3 <i>Analyze the factors that bind and unwind the fabrics of a cohesive society. Give examples</i>	No	Local districts will create curriculum.	
	Add: o 7.H2.3. <i>Compare the contrasts of worldviews and analyze where compromise is not possible and civil government is not the problem solver</i>	No	Local districts will create curriculum.	
	Add: o 7.H2.4 <i>Investigate the use of Just War Doctrine with the wars of the last century.</i>	No	Local districts will create curriculum.	
	o 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews (<i>including western civilization, Islam, Secular Humanism, cultural Marxism, Marxism and New Age humanism</i>).	No	Local districts will create curriculum.	
	o 7.H3.3 Trace how individual <i>negative rights and positive rights, liberties and freedoms, and responsibilities have evolved over time.</i>	No	Local districts will create curriculum.	
Eighth Grade				
	Students will recognize and practice their roles and responsibilities as both an American and global citizen. United States History will focus on the major events that have their roots in the <i>Organic Laws of the United States including the Declaration of Independence, the Articles of Confederation, the Northwest Ordinance and the Constitution, Bill of Rights, and subsequent amendments.</i> (See note in cell B85)	No	Local districts will create curriculum.	

<p>Storyline</p>	<p>The organic laws of the United States of America can be found in Volume One of the United States Code which contains the general and permanent laws of the United States. U.S. Code defines the organic laws of the United States of America to include the Declaration of Independence, the Articles of Confederation, the Northwest Ordinance and the Constitution.</p> <p>The U.S. Supreme Court has held that when a politician takes his oath to "support the Constitution," he not only swears to uphold that document, but all the founding charters of our country, which together are called the "organic law." Cole v. Richardson, 405 U.S. 676 at 682, 92 S.Ct. 1332 at 1336, 31 L.Ed.2d 593 (1972), citing Ohlson v. Phillips, 304 F.Supp. 1152 (Colo. 1969).</p>	<p>No</p>	<p>Local districts will create curriculum.</p>	
<p>Disciplinary Skills and Processes</p>	<p>o 8.SP2.1 Analyze multiple factors <i>and worldviews</i> that influence the perspectives of people during different historical eras.</p>	<p>No</p>	<p>Local districts will create curriculum.</p>	
<p>Civics</p>	<p>.C1.1 Analyze ideas and principles contained in the founding documents <i>Organic Laws</i> of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.</p>	<p>No</p>	<p>Local districts will create curriculum.</p>	
	<p>o 8.C1.3 Analyze the influence of personal interests <i>and worldview</i> perspectives when people address issues and problems in government and civil society.</p>	<p>No</p>	<p>Local districts will create curriculum.</p>	
	<p>Add: o 8.C3.4 Compare the Administrative State and administrative law with respect to the checks and balances of the 3 branches of government and the impact to the unalienable rights of individuals. Has sovereignty shifted from the citizens to the bureaucrats of the Administrative State?</p>	<p>No</p>	<p>Checks and balances are included in standard 8.C1.1.</p>	
<p>Economics</p>	<p>o 8.E1.1 Analyze the relationship between education, income, and job opportunities <i>both as employee and entrepreneur</i></p>	<p>No</p>	<p>Already addressed in 8.E2.1.</p>	
	<p>o 8.E1.6 Identify ways insurance <i>and personal savings and retirement accounts</i> may minimize personal financial risk.</p>	<p>No</p>	<p>As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Standards are the end goal. Standards are appropriate for age level. Teachers will build background knowledge and scaffold as appropriate.</p>	
	<p>Add: o 8.E4.4 Explain what the Federal Reserve is and its role for inflation, deflation, full employment, fiat money and growth of central government</p>	<p>No</p>	<p>Addressed in high school economics standards.</p>	

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	Add: o 8.E4.5 Explain fractional reserve banking and its impact to inflation	No	Addressed in high school economics standards.	
	Add: o 8.E4.6 Explain the roles and issues with Freddie Mac, Fannie Mae and Sallie Mae loans. Are they provided for in the Constitution?	No	Local districts will create curriculum.	
History	o 8.H2.1 Explain how different beliefs worldviews about the government's role in social and economic life have affected political debates and policies in the United States.	No	Local districts will create curriculum.	
	o 8.H3.1 Explain how and why prevailing civil, social, religious, and political (ie worldviews) movements changed the United States during the 20th and 21st centuries.	No	Local districts will create curriculum.	
High School				
Course Consideration: World History	o Revolutions in thought such as scientific revolution, enlightenment, and renaissance and reformation	No	As standards are unwrapped, instructors and LEAs build background knowledge through curriculum maps and lesson planning. Teachers will build background knowledge and scaffold as appropriate.	
Course Consideration: Civics	To become engaged citizens sovereigns requires a knowledge of the history, principles, and foundations of our republic.	No	Changes would alter the meaning of the term and render it inaccurate.	
	o Structures and function of tribal, local, state, national, and international governments including but not limited to constitutional vs. non-constitutional governments, how governments are organized (shared powers vs. parliamentary systems, confederal, federal, and unitary systems), limits and powers of the legislative, judicial, and executive branch, and administrative branch/deep state and comparative governments.	No	Local districts will create curriculum.	
	o The worldviews of the media, interest groups, and political parties including but not limited to the how these linkage institutions connect and propagandize the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day. (See note in cell B103)	No	Local districts will create curriculum.	
	“The conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society. Those who manipulate this unseen mechanism of society constitute an invisible government which is the true ruling power of our country.” – Edward Bernays	No	Too vague.	
Civics	o HS.C1.1 Explain the significance of civic values and self-governing sovereign spheres to a well-functioning constitutional republic.	No	Changes would alter the meaning of the term and render it inaccurate.	
	o HS.C3.1 Examine how the United States Constitution Organic Laws established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.	No	Changes would alter the meaning of the term and render it inaccurate.	

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	<p>Add: <i>o HS.C4.5 Evaluate the pros and cons of a living, breathing constitution and its elasticity for bypassing procedures and enumerated powers Vs the strict constructionist interpretation of the Constitution.</i></p>	No	<p>Already addressed in standard HS.C1.2, HS.C2.3, and HS.C2.5.</p>	
History	<p>Add: <i>o HS.H1.8 Analyze how propaganda has been used to affect local, state, national and global outcomes.</i></p>	No	<p>Already addressed in standard HS.C1.2 and HS.C2.3 and course considerations.</p>	
	<p>Add: <i>o HS.H1.9 Analyze the growth and impact of crony capitalism, NGOs, the UN and international/globally minded organizations (Trilateral Commission, CFR, Intercollegiate Socialist Society, Fabian Socialists, Communist International, Bank of International Settlements, etc), international treaties, and unions.</i></p>	No	<p>Adready addressed in HS.C4.1 and HS.C4.4.</p>	