



Public Schools of North Carolina

State Content Standards Revision: K-12 Social Studies

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July 2020

June SBE Meeting

- Provided process overview
- Timeline of activities
- Presented Draft 3 Standards
- Shared general Installation plans



SBE Requested Clarifications:

- Statement for introductory paragraphs detailing commitment to addressing standards through multiple perspectives
- Detailed Installation strategy
- Overview of diverse contributions to development of the Draft 3 Social Studies standards



Background: Standards vs. Curriculum



Standards and Curriculum

A **distinction** should be made between “standards” and “curriculum”

Standards are what we want students to know and be able to do - it's the end result (the goal).

EXAMPLE: Each student will run a 5K by the end of 3rd grade.

Ainsworth (2010) defines **curriculum** as “the high quality delivery system for ensuring that all students achieve the desired end – the attainment of their designated grade-or course-specific standards” (p. 4).

EXAMPLE: Couch to 5K Program, daily walk/run and healthy eating, etc.

Standards vs. Curriculum

What is a Standard?
It is a GOAL.
For example
Completing a TRIATHLON

What is Curriculum?
HOW you achieve the goal.


Training Coaching Research Resting Nutrition

**Content standards**
are adopted by the
State Board of Education.

To teach the content standards,
each school
district
develops
its own curriculum.

This keeps the curriculum
at the local level and relevant
to each child and family!



To implement the curriculum
teachers can use a variety of
tools and techniques.


Technology Text Field Trips Research

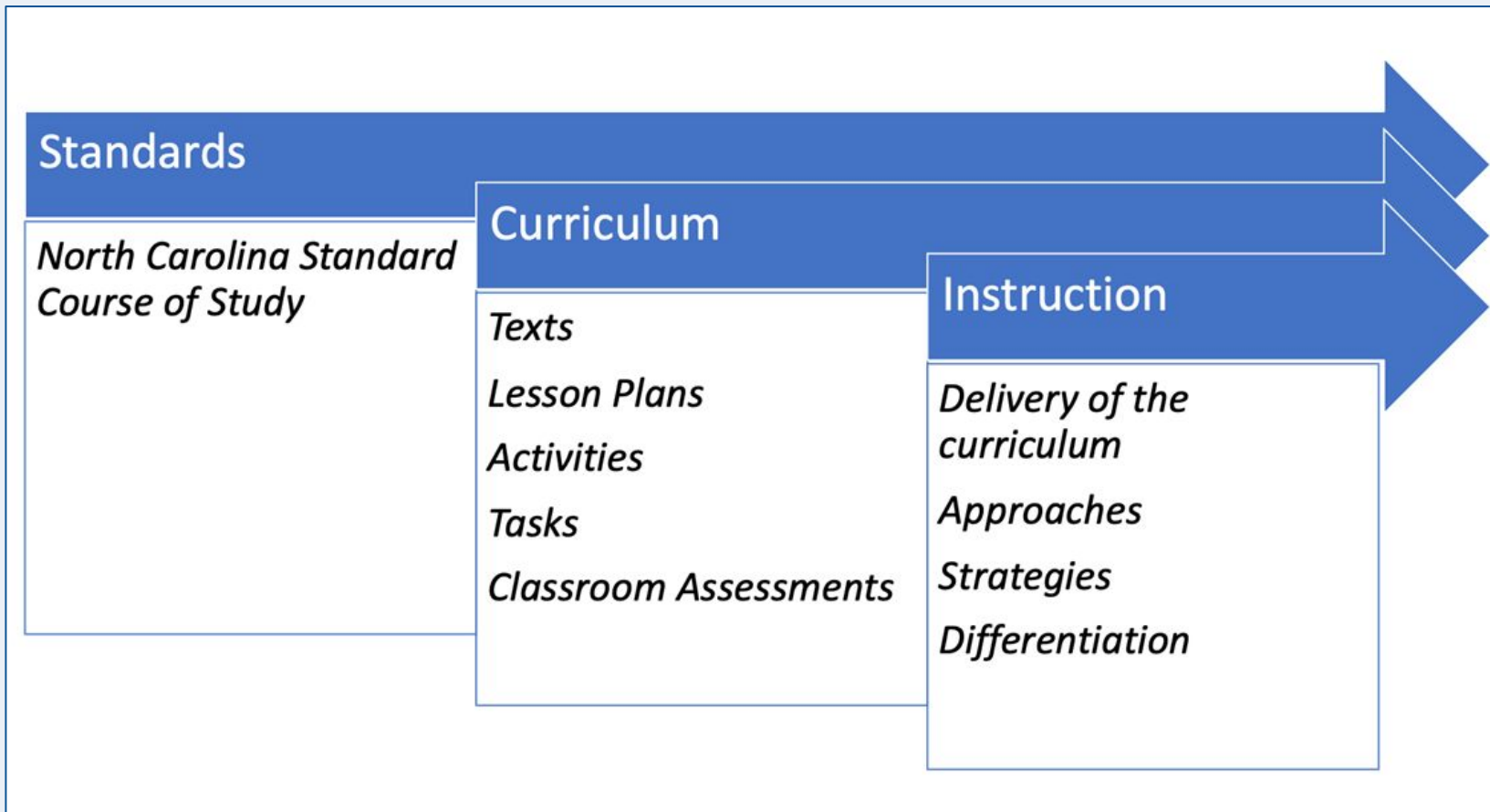
Quality standards and effective curriculum
prepare each child for success in


College or Career


Public Schools of North Carolina
State Board of Education
Department of Public Instruction
ncpublicschools.org



Standards v. Curriculum Example



Standards v. Curriculum Example

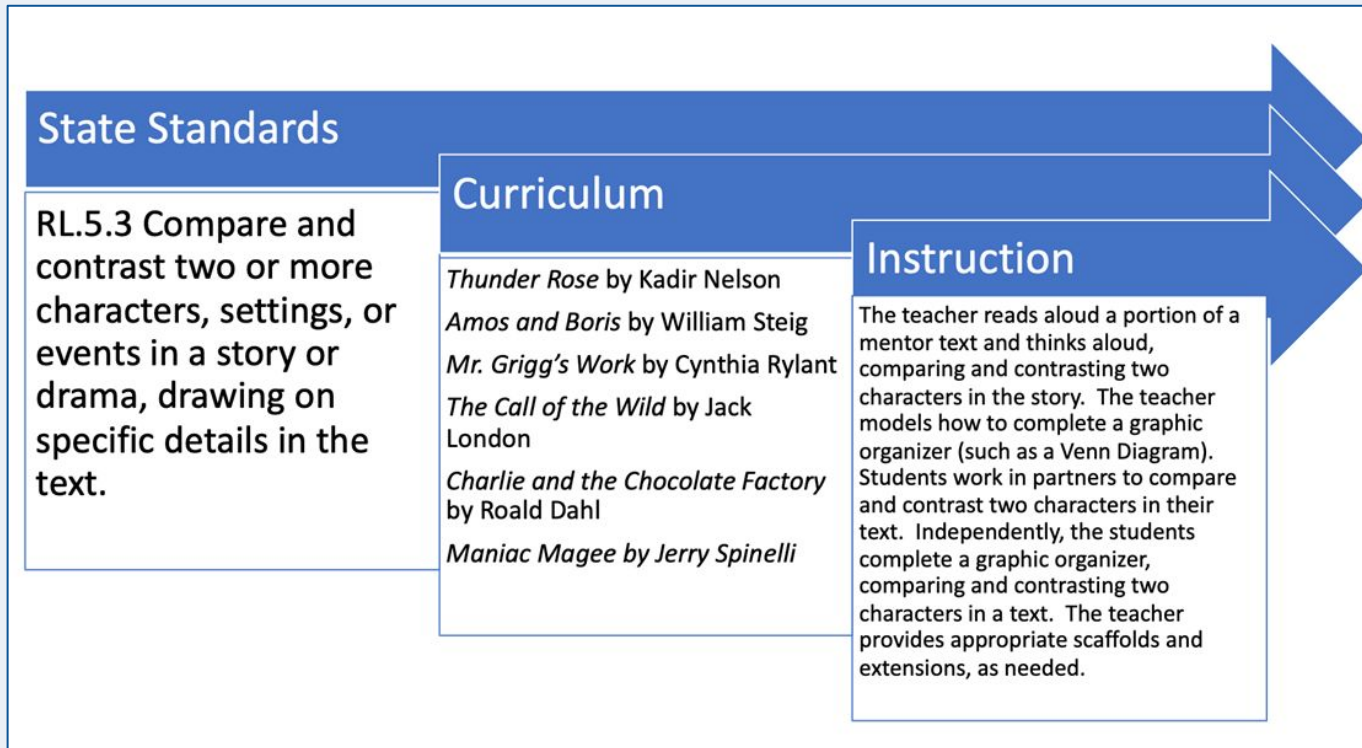
State Standards

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Curriculum

Thunder Rose by Kadir Nelson
Amos and Boris by William Steig
Mr. Grigg's Work by Cynthia Rylant
The Call of the Wild by Jack London
Charlie and the Chocolate Factory by Roald Dahl
Maniac Magee by Jerry Spinelli

Standards v. Curriculum Example



SBE Requested Clarifications



Statewide Collaboration for Standards Development

- Over 70 Social Studies educators from across the state, representing each of the 8 SBE districts, *for entire academic-year*
- Over 5500 survey responses
- Countless focus groups, round tables, LEA groups, and individual communications
- Public feedback surveys open for 83 days
- with facilitation by NCDPI's diverse Social Studies Section



Proposed Introductory Statement

When planning, teaching and learning, educators are expected to include diverse histories, experiences, and perspectives of racial, ethnic, gender, and identity minority groups, as well as marginalized, undervalued, and underrepresented groups including, but not limited to: African-Americans; Indigenous Populations; Women; Latinx; Asian-Americans; MENA-Americans; and LGBTQ+ in order to create an inclusive school community where students are respected, valued and welcome participants. Students come from a variety of social, racial, ethnic, cultural, and religious backgrounds and deserve to learn and be empowered by the historical experiences and contributions of multiple groups.



Implementation Roles

Standards & Curriculum Supports → **Curriculum Development** → → **Curriculum & Instruction**

State Level Role

- Implement Legislation and SBE Policy
- Develop Standards
- Create Curriculum Support Tools
 - Unpacking Documents/Content Indicators
 - Glossary
 - Crosswalks
 - Strand Maps
 - Sample Inquiries
 - Classroom Formative Assessment Samples
 - Chronological/Thematic Document List
- Offer Professional Learning Opportunities
 - RBT Training
 - Understanding the Standards Training
 - Regional Professional Development
- Provide Technical Assistance to Districts for Curriculum Development and Teaching and Learning
- Offer Content & Pedagogical Support
- Determine Transition Plan for GRAD Plans

District Level Role

- Follow Legislative Mandates and SBE Policy
- District level Unpacking of the Standards
- Determine District Options for Scope and Sequence
- Develop Local Curriculum and Curriculum Materials
- Determine Local Pacing/Calendars
- Identify Resources for Teaching and Learning
- Offer Professional Learning Opportunities and Training
- Provide Curriculum Coaching to Schools and Teachers

School/Building Level Role

- Follow Legislative Mandates and SBE and District Policy
- Further Unpacking of Standards
- Operate within district level determinations for Scope and Sequence
- Apply Appropriate Instructional Pacing
- Develop Classroom Lessons and Student Learning Experiences
- Identify Teaching and Learning Resources
- Engage in Professional Learning Opportunities and Training
- Provide Curriculum Coaching to Teachers



Implementation Cycle

Implementing the N.C. Standard Course of Study

Installation 1 Year (2020-2021)

- NCDPI Begins Creating Curriculum Support Tools
- NCDPI Begins Developing Professional Development For Successful Teaching of the Standards
- NCDPI Begins Offering Professional Development Training Sessions to Train Users on the Support Tools and Pedagogical Practices
- Some Local Districts Will Decide to Begin Implementing the New Standards Early (Prior to the Development of the Support Tools and Training Being Ready)
- NCDPI Will Provide As Much Technical Assistance to Districts that Decide to Implement the Standards Before the Official Implementation Year

Implementation 1 Year (2021-2022)

- Everyone is Implementing the 2020 Standards
- NCDPI Begins Comprehensive Training and Professional Development
- NCDPI Provides Technical Assistance and Coaching to Districts, Schools, Teachers, and Partner Organizations
- NCDPI Begins Collecting Data on the Use and Teaching of the Standards
- NCDPI Determines Ongoing Needs

Full Implementation 3 to 5 Years (2022 - Until Next Revision)

- Continuous Quality Improvement:**
- Continuous Training and Professional Development
 - Continuous Technical Assistance and Coaching
 - Continued Identification and Curating of Curriculum and Instruction Resources
 - Continuous Collection of Data on What is Working and What People Find Challenging
 - Continuous Determination of Ongoing Needs



Installation Timeline

Summer 2020 (July-August)	Fall 2020 (Sept - Nov)	Winter 2020/21 (Dec - Feb)	Spring 2021 (Mar-May)
• K-12 Concept and Content Glossary • K-12 Social Studies Strand Maps • K-12 Crosswalks • RBT Verb Explanations Document	• K-12 Social Studies Unpacking Documents/ Indicators • Professional Development ◦ Understanding Revised Bloom's Taxonomy ◦ Understanding the K-12 Social Studies Standards Conceptual Framework ◦ Diversity and Inclusion of Marginalized and Underrepresented Groups	• Professional Development ◦ Understanding Revised Bloom's Taxonomy ◦ Understanding the Social Studies Standards Conceptual Framework	• Revised Bloom's Taxonomy Guidance Document • Chronological/ Thematic Document List • Professional Development ◦ Revised Bloom's Taxonomy ◦ Inquiry & Inquiry Samples • Classroom Learning Formative Assessment Samples



Teaching the Social Studies Standards

EXAMPLES - EXAMPLES - EXAMPLES

2020 Proposed Standards	Examples of Some Traditionally Taught Content	Examples of Some Non-Traditional Content NCDPI Recommends Also Be Taught
AH.G.1.2-Compare multiple perspectives of various individuals and groups during times of expansion.	Olaudah Equiano, Cherokee Nation v. Georgia, Worcester v. Georgia, Andrew Jackson, Freedman Bureau, Booker T. Washington, WEB DuBois, Slave narratives from WPA, Frederick Jackson Turner “The Significance of the Frontier in American History”, Queen Liliuokalani - Hawaii, Alfred Mahan, Langston Hughes and the Talented 10th, Cesar Chavez, Baby Boomers, Suburban American Family, MLK, ...	Slaves and Mexicans during Texan and Mexican War, Mexicans in the United States in the 1920s, Jewish Americans during the 1920s and 1950s, A. Philip Randolph, Marcus Garvey, Charles Chesnutt, Simon Pokagon, Chief Joseph, Sitting Bull, Red Cloud, Voices of Indigenous peoples of late 1800s regarding the killing of buffalo for the RR - reservations - Boarding Schools, etc. to demonstrate understanding of those who were impacted during expansion, ...
AH.H.1.1-Explain the causes and consequences of various domestic conflicts in terms of political, economic, and societal factors.	French and Indian War, Colonial Taxation of the American Colonists, Boston Tea Party, American Revolution, Shays’ Rebellion, Whiskey Rebellion, Nat Turner’s Rebellion, Trail of Tears, Seminole Wars, Bleeding Kansas, Fugitive Slave Laws, Civil War, Reconstruction Era, Indian Wars, Labor Conflicts, Red Scare, Japanese Internment, McCarthyism, Civil Rights Movement, Freedom Rides, Selma March, United Farm Workers, Kent State/ Student Anti-War, Protests, ...	Texas Revolution, Mexican War, Denmark Vesey’s Rebellion, AIM occupation of Alcatraz, Oklahoma Bombing, Black Wall Street in Tulsa, Hayti (Black Wall Street in Durham, NC), Oberlin Village, Desegregation of Schools, Battle of Hayes Pond, Redlining, Indian Citizenship Act 1924, Assimilationist strategies, Native American Children Sent to Boarding Schools, Indian Reorganization Act of 1934, Lumbee Act, 1956, "Border Patrol" is created by Congress 1925, Deportation of Mexicans 1932-Present, Operation Bootstrap, Bracero Program ends, Black Panther Party for Self-Defense, Miami officially becomes bilingual 1973, ...

Recommendations

Approve the K-12 Social Studies Standards Revisions, *as is*

or

If SBE chooses not to approve:
Delay adoption to refine standards until Winter 2020-21 with various implications, including creation of implementation resources, policy changes, and possible new required course



LEA and Charter Survey

- Overall, LEAs and Charters stated that they could manage the changes required by the delay.
- 10-15% did state that changing the timeline will be challenging at this time.



LEA Survey: Additional Comments

Benefits:

- Additional refinement
- Less change during COVID-19

Delaying the standards will allow for a reconsideration of emphasis on civil rights and issues surrounding civil rights. With all that is taking place today, I think that it's important for there to be emphasis/focus on this with our students. Delaying will also allow the state to reschedule the EPF training seminars.

There is much uncertainty right now with how school will look for students so the delay will allow a focus on the new standards when current around remote/virtual/blended learning are resolved

Challenges:

- Communication to Families/Students
- Scheduling Changes

We have already communicated to incoming freshman and their families the needed pathways for graduation requirements for SS. Delaying these standards will impact graduation pathways in the areas of American I and II. Our district has had to spend a significant amount of time communicating and making plans for this transition, delaying will cause additional time and communication efforts again.

We already had to plan for these new ones. Please don't change anything else. Thanks!



Necessary Policy Changes:

GRAD-004 -- see additional policy for details

Entering 2020-21 4 new and old courses

- A Founding Principles course (new or old)
- An American History course (AH I, II, or American)
- World History
- Economics and Personal Finance

NOTE: Recommend starting with WH for incoming freshman



Necessary Policy Changes:

GRAD-004 -- see additional policy for details

Entering 2021-22: 4 new courses

- Founding Principles of United States of America and North Carolina: Civic Literacy
- American History
- World History
- Economics and Personal Finance



Necessary Policy Changes:

GRAD-004 -- see additional policy for details
Occupational Course of Study

Entering 2020-21: 2 new and old courses

- Founding Principles course, old or new
- Economics and Personal Finance

Entering 2021-22:

Unapproving. Not yet determined. Will be back based on new work with aligning OCS Prep Courses with content areas.



IDEA: Possible New Required Course

The American Experience: Voices from Across Our Nation

- Required graduation course for 2021-22
 - Typically 32 slots for courses in 4 years
 - 22 courses are required
- Multi-disciplinary course
- Needs a lot sharing and gathering of input

