



Public Schools of North Carolina

State Content Standards Revision: K-12 Social Studies

Dr. David Stegall, Deputy Superintendent for Innovation

Dr. Angie Mullennix, Director of K-12 Academics (SC&I) and Innovation Strategy

Dr. Kristi Day, Assistant Director of K-12 Standards, Curriculum, and Instruction

Dr. Lori Major Carlin, Section Chief, Social Studies and Arts Education

Members of the K-12 Social Studies Team

K-12 Standards, Curriculum, and Instruction, NCDPI
January 2021

July SBE Meeting:

- Provided process overview.
- Timeline of activities.
- Presented Draft 3 Standards.
- Shared general Installation plan.
- State Board of Education moved to delay adoption while the Social Studies team worked to ensure diverse and explicit inclusion in the standards.



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 7000 survey responses.
- Countless focus groups, round tables, LEA groups, and individual communications.
- Public feedback surveys open for 103 days.
- Facilitation by NCDPI's diverse Social Studies Section.



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.



What is Curriculum?
HOW you achieve the goal.



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.



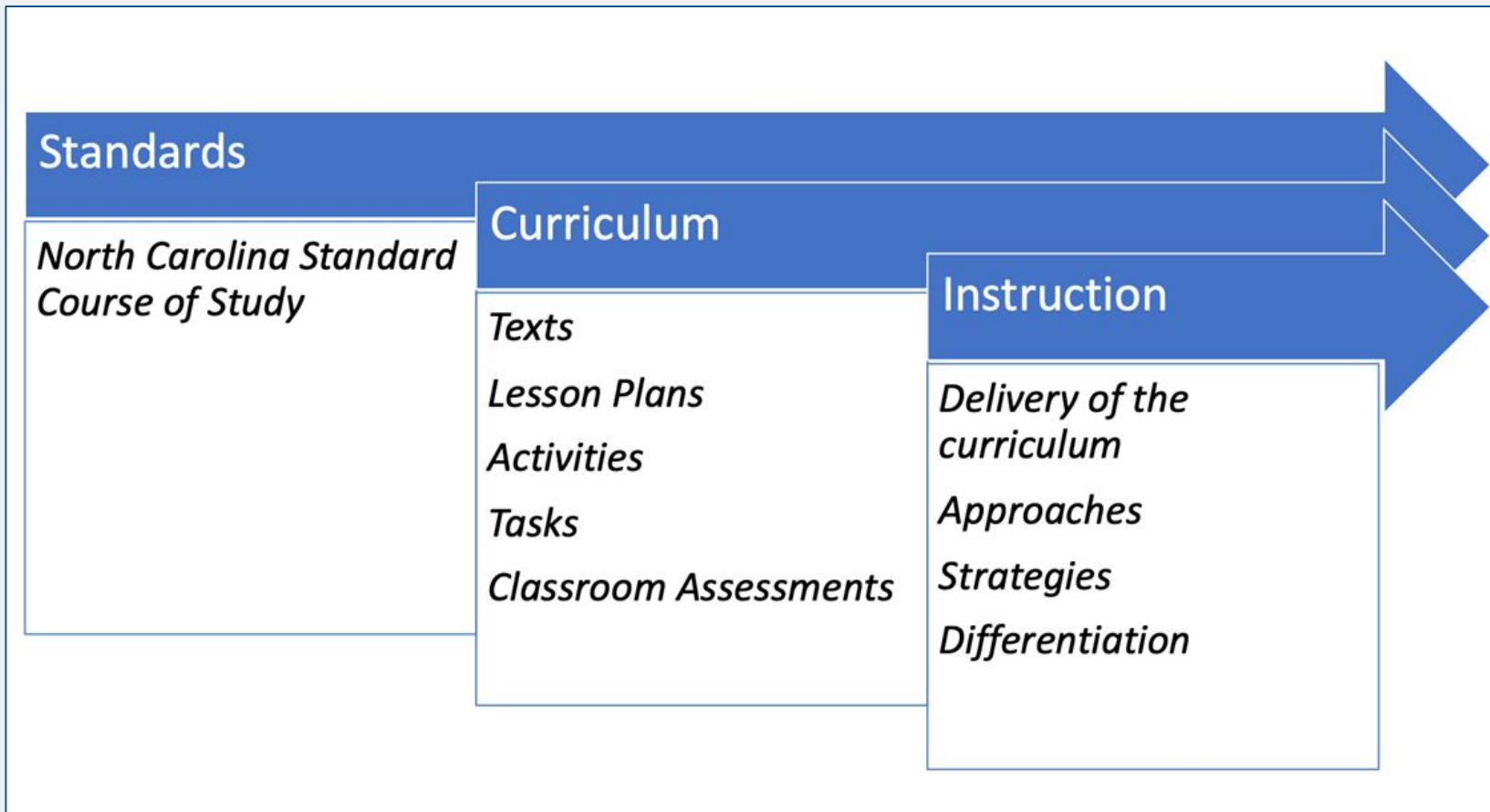
**Quality standards and
effective curriculum**
prepare each child for success in



College or Career



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

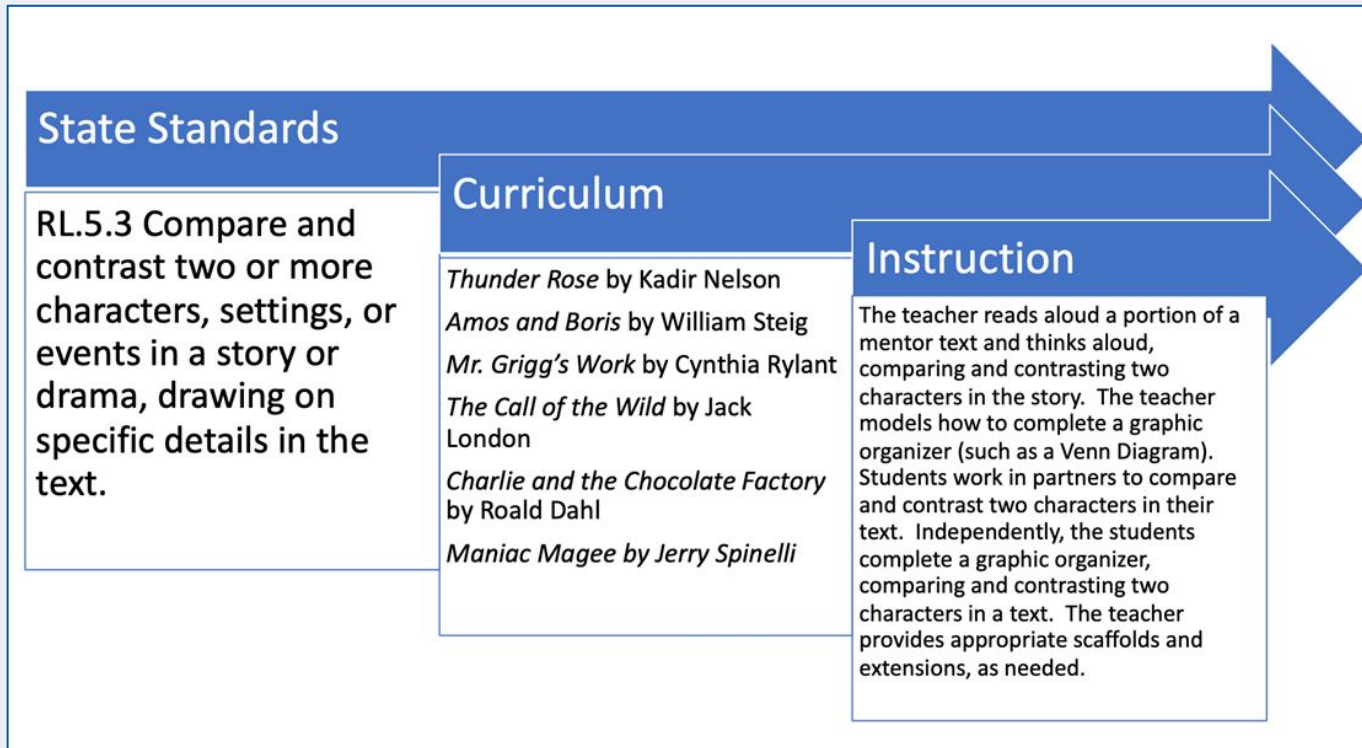
The Call of the Wild by Jack London

Charlie and the Chocolate Factory by
Roald Dahl

Maniac Magee by Jerry Spinelli



Standards v. Curriculum Example



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 6 months (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



SBE Requests



SBE Requests:

- Explicit language which promotes the deliberate inclusion of multiple voices
- Additional public feedback
- Snapshot examples of documents that will be developed to support the implementation of the standards upon their approval.



Explicit Language Examples:

8th Grade

Standard	Objectives	Recommendations
8.H.1 Understand the role of conflict and cooperation in the development of North Carolina and the nation.	8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.	
	8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.	
	8.H.1.3 Explain how injustices and responses to those injustices have shaped North Carolina and the nation over time.	8.H.1.3 Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.
	8.H.1.4 Explain how recovery, resistance, and resilience have shaped the history of North Carolina and the nation.	8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice and bias have shaped the history of North Carolina and the nation.
8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation.	8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation.	
	8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.	
		8.H.2.3 Explain how the experiences and achievements of women minorities, indigenous and marginalized groups have contributed to the development of North Carolina and the nation over time.



Explicit Language Examples:

Geography		
Standard	Objectives	Recommendations
AH.G.1 Understand how movement, settlement, and expansion influenced American development.	AH.G.1.1 Explain how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration.	
	AH.G.1.2 Explain the impact of movement and settlement on the environment and culture of various places and regions.	AH.G.1.2 Explain the impact of movement and settlement on the environment and culture of various places and regions.
	AH.G.1.2 Explain how geographic conditions and expansion have presented both opportunities and challenges in the development of America.	
		AH.G.1.3 Explain the reasons for and effects of forced and voluntary migration on societies, individuals and groups over time.
		AH.G.1.4 Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture.

American History



Explicit Language Examples:

History		
Standard	Objectives	Recommendations
Founding Principles of North Carolina and United States History: Civic Literacy	CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic.	
	CL.H.1.2 Summarize the historical development of the governments of both the United States and North Carolina.	CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, gender identity, ability, and religious groups .
	CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time.	CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, gender identity, and ability .
	CL.H.1.4 Explain the impact of social movements and political groups on governmental change, both current and in the past.	CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past.
		CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time.
		CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and systemic discrimination within the American system of government over time.



Public Feedback:

Communication for Draft 4 Survey:

- GovDelivery
 - Social Studies Leaders
 - Social Studies Teachers/Listserv
 - Academic Leaders
 - State Board of Education
 - Curriculum Leaders Update
 - Character Education Listserv
 - Charter Schools
- Shared with all 8 SBE districts via emails to all local PSUs within each district
- Shared with regional contacts
- Posted on our Google site
- Posted on NCDPI site
- Social media links
- Shared in the Top Ten
- Shared with North Carolina Council of Social Studies (NCCSS)
- Shared with North Carolina Association of Educators (NCAE)
- Shared with Council of State Social Studies Supervisors (CS4)
- **Shared with State Board of Education Members with request to share with specific stakeholder groups**



Public Feedback:

- 1,572 Draft 4 survey responses.
- Questions in the survey were based on national recommendations for identifying equity within state standards.
- **Overall: 85% of respondents indicated a favorable response to the Draft 4 standards.**



Snapshot of Supporting Documents

Unpacking the History Objectives

Standard:

Overarching Concepts:

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<input type="checkbox"/>					



Snapshot of Supporting Documents

Unpacking the History Objectives

Standard: 3.H.1 Understand how various people and historical events have shaped local communities.

Overarching Concepts: People, Events, Local Community

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p>3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.</p> <p>[B2 on RBT Table]</p>	<p>EXPLAIN (Cause & Effect) – Students must demonstrate understanding of how the lived experiences and achievements contributed by women, various indigenous, religious, and racial groups influence the development of local communities.</p>	<ul style="list-style-type: none"> • People’s achievements often influence and contribute to the development and growth of communities. • People’s lived experiences often influence and contribute to the development and growth of communities. 	<ul style="list-style-type: none"> • Examples of achievements of various women, indigenous, religious, and racial groups • Ways diverse women, indigenous, religious, and racial groups have made contributions to local communities • The significance or impact of the contributions of various groups 	<ul style="list-style-type: none"> • Entertainers (e.g. Andy Griffith, Chang and Eng Bunker) • Sports (e.g. Michael Jordan or Dean Smith) • Religious Leaders (e.g. Billy Graham, Shirley Caesar) • Manufacturing (Cone brothers, Duke family, Cannon family, Warren Clay Coleman) • Landowners (e.g. George W. Vanderbilt II) • Educators (e.g. Charlotte Hawkins Brown, Adolph Dial, HBCU Founders) • Justice and Law (e.g. Julius Chambers) 	<ul style="list-style-type: none"> • Students research important local historical figures, embodying these figures in a “wax museum” activity. Students then write a short description for each of their famous wax museum figures explaining their contributions to their local community. Students should then act out short presentations or monologues.

3rd Grade



Snapshot of Supporting Documents

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p>AH.H.3.4 Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people.</p> <p>[B2 on RBT Table]</p>	<ul style="list-style-type: none"> ● COMPARE - Students must be able to compare written, visual, or oral historical narratives from contrasting sources and the picture they paint of the same turning point. ● The historical narratives need to include voices of marginalized groups involved 	<ul style="list-style-type: none"> ● Historical narratives may tell conflicting stories about what happened in an event. ● Historical narratives may be influenced by perspective and context. ● Comparing competing claims may help corroborate a historical narrative. 	<ul style="list-style-type: none"> ● A historical narrative is a way to relate history in a form that resembles a story. ● Historical narratives reflect the biases of those who write them. ● Historical narratives reflect perspectives those who write them ● Different narratives of what actually happened in a historical turning point 	<p>Teachers should select competing narratives concerning a single turning point in history. Examples may include:</p> <ul style="list-style-type: none"> ● Stamp Act ● Trail of Tears ● Wilmington Coup (1898) ● Haymarket Riot ● Annexation of Hawaii ● Zoot Suit Riots ● Kent State Protests ● Occupation of Alcatraz ● Love Canal ● Stonewall Riot ● ERA Movement ● 9/11 	<p>Teachers can find great classroom activities from the following</p> <ul style="list-style-type: none"> ● SHEG Stamp Act ● SHEG Radical Reconstruction ● SHEG Pullman Strike ● SHEG Annexation of Hawaii

American History



Additional Supports:

- Glossary
- Strand Map
- Crosswalks
- Professional Development
- Office Hours
- Technical Assistance
- Webinars



Next Steps:

If standards are approved in February:

Feb - April:

Glossary

Strand Maps

Crosswalks

May - August:

Professional Development

Unpacking Documents (ongoing)

Webinars

Technical Assistance



In Summary:

- Process followed SBE policy SCOS-012 and standards revision was feedback-based, research informed, improvement oriented, and process-driven.
- Writing and Review teams were comprised of educators from across all SBE districts.
- Public feedback surveys represented the opinions of over 7,000 stakeholders and were open for 103 days.
- SBE help was requested to ensure that the survey was accessible and open to feedback from all stakeholder groups.
- Draft 4 Public Feedback resulted in 85% overall favorable for adoption of standards.



Recommendations

Approve the K-12 Social Studies Standards
Revisions

