



Public Schools of North Carolina

# State Content Standards Revision: K-12 Social Studies

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# Superintendent Truitt - Overview

- Role of the Department of Public Instruction (DPI) and State Board of Education (SBE).
- Concerns expressed in January.
- Suggested remedies to concerns.
- Role of Installation Period / Supporting Documents.
- Role of Public School Units (PSUs) / Local Boards.

## Unpacking the History Objectives

Standard:



Overarching Concepts:

Objective

Glossary

Mastery of the Objective

Students will Know and Understand

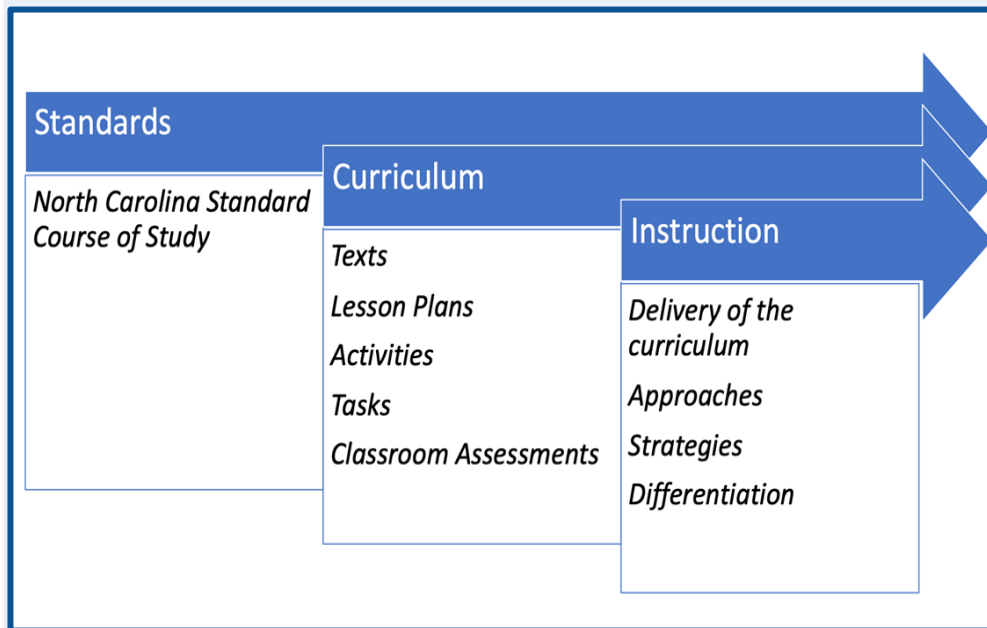
Example Topics

Examples of Formative Assessment



# Standards & Curriculum

- The State writes the standards, and our support for LEAs and Charters as they delve into the Curriculum and Instruction will be in the ***Supporting Documents***.
- ***Supporting Documents*** will play a key role in the daily life of curriculum and instruction.
- Standards are the only documents approved by the State Board of Education.



# Legislation & Policies

| <p><b>SBE Policies Concerning Standards</b></p>  | <p><b><u>Relevant Legislation</u></b></p>   | <p><b>Current SS HS Grad Reqs for students entering Grade 9 in 2021</b></p>   |
|--|---|---|
| <p><b><u>SCOS-012</u></b></p> <p>Policy lays out the manner, timeframe, and process in which standards are revised, created, and adopted.</p> <p><b><u>GRAD-004</u></b></p> <p>Policy lays out the requirements for graduation from high school.</p> | <ul style="list-style-type: none"> <li>● <a href="#"><u>Session Law 2009-236</u></a></li> <li>● <a href="#"><u>Founding Principles Legislation</u></a></li> <li>● <a href="#"><u>Personal Financial Literacy (EPF Course)</u></a></li> </ul> <p>Legislated Courses:</p> <ul style="list-style-type: none"> <li>● North Carolina History - 4th Grade</li> <li>● US/NC History - 8th Grade</li> <li>● Economics and Personal Finance - High School (2020-21)</li> <li>● Founding Principles of the United States of America and North Carolina: Civic Literacy - High School (2021-22)</li> </ul> | <p><i>Already approved and aligned to legislation.</i></p> <ol style="list-style-type: none"> <li>1. Founding Principles of the US and NC: Civic Literacy</li> <li>2. Economics and Personal Finance</li> <li>3. American History</li> <li>4. World History</li> </ol> <p>SS Standards revision was legislated.</p> |

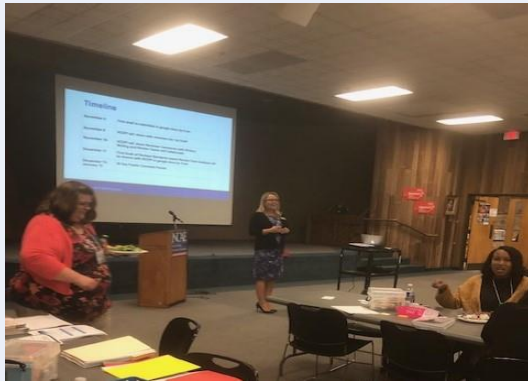


# The Proposed K-12 Social Studies Standards have been influenced by...

|   |  |  |   |   |   |
|---|--|--|---|---|---|
|   | <b>Feedback from NC Social Studies Educators</b>           | <b>Feedback from Citizen Stakeholders Across NC</b>        | <b>Feedback from Non-Formal Educators</b>                         | <b>Feedback from Social Studies Partner Organizations</b>         | <b>Feedback from Institutions of Higher Learning (IHEs)</b>         |
|   | <b>National Social Studies Standards Framework (NCSS)</b>  | <b>National C3 Framework</b>                               | <b>National History Standards</b>                                 | <b>National Standards for Civics and Government</b>               | <b>National Geography Standards</b>                                 |
|   | <b>National Humanities Center</b>                          | <b>National Standards for Economic Education</b>           | <b>National Standards for Financial Education</b>                 | <b>National Global Education Standards (GEBG)</b>                 | <b>NAEP Framework for Geography, History, Economics, and Civics</b> |
|   | <b>North Carolina Legislation</b>                          | <b>North Carolina State Board of Education Directives</b>  | <b>2018-2020 NCDPI K-12 Social Studies Surveys</b>                | <b>Partnership for 21st Century Learning (P21)</b>                | <b>The Smithsonian Institution Education Division</b>               |
| <b>Feedback from the North Carolina Association of Educators (NCAE)</b> | <b>State Advisory Council on American Indian Education</b> | <b>Guidance and Feedback from Dr. Lorin Anderson (RBT)</b> | <b>Formal and Informal Dialogue with Social Studies Educators</b> | <b>Guidance and Feedback from American Institute for Research</b> | <b>Social Studies State Standards from across the nation</b>        |



# Teams in Action



# Revision Timeline for SBE Draft Submittal

## April 2019

State Board votes to proceed with the revision of the social studies standards.



## Sep 2019 - May 2020

Writing and review teams from all over the state worked on three different drafts of the standards.

Drafts had public feedback periods to inform the following draft.

Surveys Open: 103 days

Responses: 7000+



## July 2020

State Board of Education voted to delay approval and give time to add language in the standards to reflect a more inclusive approach.



## July 2020 - Jan 2021

DPI team works with writing and review teams to complete fourth draft and receive public feedback.

**Public feedback was 85% in support of Draft 4 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.



# Refinement Requests



# Refinement Requests:

Additional public feedback

Refinement of terms

Explicit language which promotes the deliberate inclusion of multiple voices

Snapshot examples of documents that will be developed to support the implementation of the standards upon their approval



# Public Feedback:

- 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
- District Leaders Focus Group
- 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)
- State Advisory Council for Indian Education
- Department of Education Office of Indian Affairs
- American Indian Smithsonian Museum
- **Shared with State Board of Education Members with request to share with specific stakeholders**



# 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.**



# Refinement of Terms:

| <b>Current Draft 4 Term:</b> | <b>Proposed Changes:</b> | <b>How the change will be addressed:</b>   |
|------------------------------|--------------------------|--|
| Systemic Racism              | Racism                   | Glossary definition to include multiple types/forms/etc. of racism; Term included on unpacking document.         |
| Gender Identity              | Identity                 | Glossary definition to include multiple types/forms/etc. of identity; Term included on unpacking document.       |
| Systemic Discrimination      | Discrimination           | Glossary definition to include multiple types/forms/etc. of discrimination; Term included on unpacking document. |



# Explicit Language Examples: Defined in Glossary & Unpacking Documents

## History

### Standard

### Objectives

**CL.H.1**  
Understand how individual rights and the American system of government have evolved over time.

**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** Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.

**CL.H.1.3** Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability.

**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 discrimination within the American system of government over time.



# Resources to Follow Approval:

- Glossary
- Strand Maps
- Crosswalks
- Unpacking Documents
- Professional Development
- Office Hours
- Technical Assistance
- Webinars



# Snapshot of Supporting Documents

|                       |  |
|-----------------------|--|
| <b>Discrimination</b> | <b>Discrimination</b> is made up of actions based on conscious or unconscious prejudice that favor one group over others in the provision of goods, services or opportunities.   |
| <b>Identity</b>       | <b>Identity</b> is an awareness of one's own values, attitudes, and the characteristics that define a person as an individual and as a member of different groups. It is the way an individual views themselves as well as how they are viewed by others. Some examples of types of identity may include religious, gender, ethnic, racial, regional, socio-economic, educational, and ability.  |
| <b>Racism</b>         | <b>Racism</b> can be defined as a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. The concept of racism is widely thought of as simply personal prejudice, but in fact, it is a complex system of racial hierarchies and inequities. At the micro level of racism, or individual level, are internalized and interpersonal racism. At the macro level of racism, we look beyond the individuals to the broader dynamics, including institutional and structural racism. |

## Glossary of Terms



# Snapshot of Supporting Documents

## Unpacking the History Objectives

Standard: AH.H.3 Analyze various turning points in American history in terms of perspective, causation, and change.

Overarching Concepts: Turning point, history, perspective, causation, change

| Objective  | Glossary   | Mastery of the Objective  | Students will Know and Understand   | Example Topics   | Examples of Formative Assessment   |
|--|--|---|---|--|--|
| <p><b>AH.H.3.4</b><br/>Compare how competing historical narratives of various turning points portray individuals and groups including <b>marginalized</b> people.</p> <p>[B2 on RBT Table]</p> | <p><b>Marginalize</b> means to treat (a person, group, or concept) as insignificant or peripheral.</p> | <ul style="list-style-type: none"> <li>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.</li> <li>The historical narratives need to</li> </ul> | <ul style="list-style-type: none"> <li>A historical narrative is a way to relate history in a form that resembles a story.</li> <li>Historical narratives reflect the biases of those who write them.</li> <li>Historical narratives reflect perspectives of those who write them</li> <li>Different narratives of what actually happened in a historical turning point</li> <li>Historical narratives</li> </ul> | <p>Teachers should select competing narratives concerning a single turning point in history. Examples may include:</p> <ul style="list-style-type: none"> <li>Stamp Act</li> <li>Trail of Tears</li> <li>Wilmington Coup (1898)</li> <li>Haymarket Riot</li> <li>Annexation of Hawaii</li> <li>Zoot Suit Riots</li> <li>Kent State Protests</li> <li>Occupation of Alcatraz</li> <li>Love Canal</li> <li>Stonewall Riot</li> </ul> | <p>Teachers can find great classroom activities from the following</p> <ul style="list-style-type: none"> <li><a href="#">SHEG Stamp Act</a></li> <li><a href="#">SHEG Radical Reconstruction</a></li> <li><a href="#">SHEG Pullman Strike</a></li> <li><a href="#">SHEG Annexation of Hawaii</a></li> </ul> |

American History - Unpacking



# Snapshot of Supporting Documents

## CROSSWALK: GRADE 2 GEOGRAPHY STRAND

| Old 2010 Standard   | Overall Focus of Old 2010 Standard   | New 2021 Standard  | Overall Focus of New 2021 Standard  | New 2021 Objectives   | Old 2010 Objectives  | 2010 Objectives Incorporated into Another 2021 Grade/Course  |
|---|--|--|---|---|--|--|
| 2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective. | Development of geographic skills.<br><br>Process information from a perspective based on location, distance, and direction | 2.G.1 Understand how interaction between humans and the physical environment is impacted by movement and settlement. | Humans and the physical environment are impacted by movement and settlement | 2.G.1.1 Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation. | 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map. | <p><b>Scaffolded down to First Grade:</b><br/>2.G.2.2 Explain how people positively and negatively affect the environment.</p> <p><b>Scaffolded down to Kindergarten:</b><br/>2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.</p> <p>2.G.1.2 Interpret maps of the school and community that contain symbols, legends and cardinal directions.</p> |
| 2.G.2 Understand the effects of humans interacting with their environment.                                    | Humans interact with their environment   |  |   | 2.G.1.2 Explain how the environment has impacted settlement across America.   |  |  |
|   |  |  |   | 2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America.                            |  |  |

## Grade 2 - Crosswalk



# Snapshot of Supporting Documents

|  |   |  |  |
|--|---|--|--|
| <p><b>American History</b></p>                     | <p><b>AH.C&amp;G.1.1</b> Explain how various views on <b>freedom</b> and <b>equality</b> contributed to the <b>development</b> of American <b>political thought</b> and <b>system of government</b>.</p>              | <ul style="list-style-type: none"> <li>● Freedom</li> <li>● Equality</li> <li>● <b>Development</b></li> <li>● Political Thought</li> <li>● <b>System of Government</b></li> </ul>  | <p><b>Grades 9-12:</b></p> <p>These high school courses are independent, stand alone courses and are not designed to build upon or support the understandings of other courses.</p>  |
|  | <p><b>AH.C&amp;G.1.2</b> Critique the extent to which various <b>levels of government</b> used <b>power</b> to <b>expand</b> or <b>restrict</b> the <b>freedom</b> and <b>equality</b> of American <b>people</b>.</p> | <ul style="list-style-type: none"> <li>● <b>Levels of Government</b></li> <li>● Power</li> <li>● <b>Expansion</b></li> <li>● <b>Restriction</b></li> <li>● Freedom</li> <li>● Equality</li> <li>● People</li> </ul>  | <p><b>Common Conceptual Thread</b></p> <ul style="list-style-type: none"> <li>● Freedom</li> <li>● Equality</li> <li>● Government Systems/Levels</li> </ul> <p><b>Understandings</b></p> <ul style="list-style-type: none"> <li>● <b>American History</b> <ul style="list-style-type: none"> <li>○ Governments may use power to expand or restrict freedom, equality and rights.</li> </ul> </li> </ul>  |
| <p><b>Civics &amp; Government - Strand Map</b></p> | <p><b>AH.C&amp;G.1.3</b> Explain how various <b>individuals</b> and <b>groups</b> <b>strategized, organized, advocated</b> and <b>protested</b> to expand or restrict <b>freedom</b> and <b>equality</b>.</p>         | <ul style="list-style-type: none"> <li>● Individuals</li> <li>● Groups</li> <li>● Strategize</li> <li>● <b>Organize</b></li> <li>● <b>Advocate</b></li> <li>● <b>Protest</b></li> <li>● <b>Expansion</b></li> <li>● <b>Restriction</b></li> <li>● Freedom</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Civic Literacy</b> <ul style="list-style-type: none"> <li>○ The founding principles have influenced policies, laws, and decisions.</li> <li>○ The structure and function of government varies at the local, state and national level.</li> <li>○ Citizenship and civic participation impact local, state, and national government</li> </ul> </li> <li>● <b>World History</b> <ul style="list-style-type: none"> <li>○ Governments play a role in the creation and resolution of conflict around the world.</li> </ul> </li> </ul> |



# Resource Development Timeline:

*If standards are approved:*

Feb - April:

Glossary\*

Strand Maps\*

Crosswalks\*

Professional Development Plan\*

***\*Share with SBE in April prior to public release***

May - August:

Professional Development

Unpacking Documents

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 70+ educators from across all SBE districts.
- Public feedback surveys represented the opinions of over 7,000 stakeholders and were open for 103 days.
- SBE support 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

