

Policy SCOS-003: NC Standard Course of Study, Social Studies, Grades K-12 

Status: ADOPTED

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NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Item	Description
Policy Title	NC Standard Course of Study, Social Studies, Grades K-12
Policy Category	Standard Course of Study (SCOS)
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Statutory Reference	G.S. 115C-81.5 & G.S. 115C-12(9c)

G.S. 115C-81.5 defines the North Carolina Standards Course of Study and states the mission of the public school community “is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential.” With that mission as its guide, the State Board of Education shall adopt a plan of education and a standard course of study as provided in G.S. 115C-12(9c) for the public schools of the State.

The State Board of Education policy SCOS-012 defines the Process for the Review, Revision, and Implementation of the NC Standard Course of Study (SCOS). The policy ensures a system for standards review, revision, and implementation that promotes transparency and stakeholder engagement and unifies and formalizes the standards development process, which is:

- Feedback-Based
- Research-Informed
- Improvement-Oriented, and
- Process-Driven.

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five to seven years to ensure the NCSCOS consists of clear, relevant standards and objectives. The standards Review, Revision, and Implementation process provides a comprehensive study of each content area organized by grade level, proficiency level, and/or course. The five-to-seven-year cycle allows time for review, revision, and consistent implementation of the standards. Alignment with the statewide assessment program, extended content standards, and materials adoption will be addressed throughout the process, as appropriate. With these standards as the foundation, local school leaders make decisions about the comprehensive curriculum that they choose to deliver to students so that they can reach the content standards for every grade and subject.

The North Carolina Standard Course of Study is available at the following link: <http://www.ncpublicschools.org/curriculum/> (<https://simbli.eboardsolutions.com/SU/qfuvvltvw0EBvgjOyplus0EiQ==>)

Questions regarding the NC Standard Course of Study for Social Studies should be directed to:

NC Department of Public Instruction Division
of K-12 Standards, Curriculum and Instruction
Social Studies Section
6341 Mail Service Center
Raleigh, NC 27699-6300
(919) 807-3817

Supporting Documents



[Preamble by NC State Superintendent Catherine Truitt for K-12 Social Standards](#)

Supporting Links

K-12 Social Studies Standards - <https://simbli.eboardsolutions.com/SU/NbUtXkjrGrdN0t4JCTVxPQ==>

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

GS 115C-81.5

Description

Standard Course of Study - <https://simbli.eboardsolutions.com/SU/AYj26S6ToUJoThplus7uom30Q==>

"So very difficult a matter it is to trace and find out the truth of anything by history."

--Plutarch's Lives

The word "history" has its roots in the ancient Greek verb *historia*, which meant the act of seeking knowledge (Oxford English Dictionary). A more modern way to describe the discipline of History is the study of imperfect choices across the ages that requires knowledge of facts, dates, names, places, events, and ideas. It also requires students to engage in questioning, research, and discussion so that as young adults, they can examine a historical record for themselves and support their views.

Students in North Carolina public schools study history throughout the entirety of their public school experience. While the public at large might not agree as to *why* it's important that students learn geography, civics, and history, the North Carolina State Board of Education believes that our collective social studies standards must reflect the nation's diversity and that the successes, contributions, and struggles of multiple groups and individuals should be included. This means teaching the hard truths of Native American oppression, anti-Catholicism, exploitation of child labor, and Jim Crow to name a few, while simultaneously teaching that the US Constitution created the world's first organized democracy since ancient Rome and that than 90 years into our country's history, President Lincoln ended the United States' participation in what had been more than 9,000 years of legalized slavery and human bondage in most parts of the world.

However, it is important to remember that history itself doesn't provide the sole explanation for why we have injustices, racism, and discrimination today, be they institutionalized or localized. Our human failings have at times taken the form of racism, xenophobia, nativism, extremism, and isolationism. We need to study history in order to understand how these situations developed, the harmful impact they caused, and the forces and actors that sometimes helped us move beyond these outcomes. In the words of former Secretary of State Condoleezza Rice, the Constitution is the very document that the likes of Thurgood Marshall used to bring systemic change to our country.

PREAMBLE

In practice, these standards represent the framework around which teachers will devise their students' day-to-day classroom experiences with social studies and history. They are not a curriculum and do not limit individual teachers' or district decisions about what historical events to explore. The Department of Public Instruction will prepare and share a wealth of support resources for teachers to reference as they plan the best ways to engage students with the standards. The supporting resources will include potential primary and secondary sources, topics, people, events, and timelines to be considered.

In his 1954 sermon "The Death of Evil upon the Seashore" delivered at the Service of Prayer and Thanksgiving in New York City, Martin Luther King, Jr. declared that "the whole history of life is the history of a struggle between good and evil" and that "in the midst of the upward climb of goodness there is the down pull of evil." It is in this spirit that we offer these standards. Let us study the past such that all students can celebrate our achievements towards a more perfect union while acknowledging that the sins of our past still linger in the everyday lives of many. Let us study the past so we can understand where it might lead us today.