

Red4EdNC Special Report on Draft 2 of the Revised K-12 Social Studies Standards

The purpose of this document is to inform interested persons about how the proposed K-12 social studies revision process is proceeding.

The current standards that are being taught this year in NC public schools were adopted in 2010. A first draft of revised standards was created in fall 2019, and the first public comment period ended on that draft in January of 2020.

The [first Red4EdNC Special Report](#) on the Revised K-12 Social Studies Curriculum was originally released in January 2020 in an effort to facilitate public comment on the new standards. A second draft has now been produced to assist the public in understanding those revisions.

[The newest draft of the revised K-12 standards can be found and public comment can be made until 4/27 at this link.](#) Additions to this report based on that draft are in blue.

Changes that affect all / most grades

1. Every grade and course (except for Personal Financial Literacy) now has separate standards related to Civics and Government, Economics, Geography, History, and Behavioral Sciences.
2. Personal Finance instruction occurs less consistently across the K-12 curriculum and in less depth, but there is now a stand alone course on economics and personal finance in high school.
3. There are fewer standards / objectives specifically related to analyzing historical documents and narratives.
4. The “four dimensions of historical thinking” have been eliminated from all standards.
5. ~~There is very little guidance in these standards and objectives about what specific topics, events, people and concepts must be taught.~~ [Content Examples and Sample Activities have now been added as columns for every standard in every course.](#)
[The following caveats are provided for every course:](#)

Provided in this Draft:

This draft will provide you with the standard(s) for a strand, the objectives for teaching and learning, and two support columns that list possible content and activities that can be used to teach the objective. The content examples and sample activities provided will help the reader better understand the intent of the objective, types of content that can be used to teach an objective, and ideas of activities that help teachers assess student learning.

The content examples and sample activities to assess learning provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample activities to assess learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student’s ability to make connections across other disciplines and in the real world
- Recommendations, but teachers should use their professional discretion in determining central content and methods to assess learning.

The content and activity examples provided with each objective are:

- **Not** meant to be an exhaustive list
- **Not** meant to be content that has to be taught all at once
- **Not** a checklist for basic recall or memorization
- **Not** a checklist for assessment for each objective
- **Not** intended to reflect summative assessment items

6. The scaffolding of tasks and skills has been abandoned. In general, this is problematic because it is not systematic or developmentally appropriate. For example, in this draft, 1st graders must know twelve tasks including “analyze.” Previously, there were seven and all were lower order cognitive tasks. In addition, it will make it harder to create common assessments that are deeply and meaningfully aligned with standards. [This concern was not significantly addressed in the revision. A few task words were changed for specific standards, but the “task load” was not significantly decreased for any of the grade levels.](#)

Grade	Old Curriculum Tasks/ Skills Introduced at That Grade Level	New Curriculum Tasks / Skills Introduced at That Grade Level
K	Understand Explain Use Identify	Understand Use Summarize Recognize Compare Exemplify Explain Differentiate Identify Apply
1	Summarize Classify Compare	Analyze Recognize Classify Differentiate Examine Use Infer
This granular analysis between drafts 1 & 2 was discontinued after it became clear no significant changes have been made to address this concern.		
2	Interpret Exemplify	Interpret Distinguish Determine
3	Analyze Describe Apply	Categorize
4	Differentiate	None

5	Evaluate	Critique
6	Construct	Illustrate
7	None	None
8	None	None
9-12	None	Evaluate Assess Implement Design Attribute Deconstruct Provide Create Explore Generate Construct

Introduction of Inquiry Strands

Each course does now have a new section titled “The Inquiry Strand.” Directions state that those come “first in the standards document because those skills can and should be applied within all content of the course.”

K-2 has simpler inquiry strands:

BS - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History, I-Inquiry

Inquiry K-2	
Category	Indicator
Compelling Questions	Identify inquiry as a process to answer questions and solve issues.
	Recognize a compelling question with prompting and support.
	Explain why or how a compelling question is important to a topic or issue.
Supporting Questions	Identify what questions are needed to support the compelling question.
	Recognize how supporting questions connect to compelling questions.
Gathering and Evaluating Sources	Demonstrate an understanding of facts, opinions, and other details in sources.
	Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.

There are three more rows for grades 3-5:

B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History, I-Inquiry

Inquiry 3-5	
Category	Indicator
Compelling Questions	Identify content required to provide an answer to compelling questions
	Construct compelling questions that promote inquiry with peers.
Supporting Questions	Understand how responses to supporting questions provide responses to compelling questions.
	Construct and respond to supporting questions that help answer compelling questions with peers.
Gathering and Evaluating Sources	Understand academic and domain-specific words in sources to create responses to compelling questions.
	Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	Construct claims in response to compelling and supporting questions.
	Make inferences from information in sources
Communicating Ideas	Accurately use information from sources when making claims.
	Construct responses to compelling questions with specific claims and information from teacher-provided sources.
Taking Informed Action	Identify ways to address problems related to the compelling question.

This one is labeled grades 6-8:

B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History, I-Inquiry

Inquiry 6-8	
Category	Indicator
Compelling Questions	Construct a compelling question through a disciplinary lens individually and with peers.
Supporting Questions	Construct supporting questions based upon disciplinary concepts.
Gathering and Evaluating Sources	Analyze details, central ideas and inferences from sources using discipline-specific strategies. Critique the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection
Developing Claims and Using Evidence	Identify evidence that draws information from multiple perspectives
	Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
Communicating Ideas	Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.
	Construct responses to supporting and opposing perspectives supported by evidence.
	Determine the credibility of disciplinary arguments of peers.
Taking Informed Action	Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.
	Use a range of civic approaches to address problems being investigated.

For grades 3 and 6 they present a bulleted chart with more specific indicators. It may be an error.

BS - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History, I-Inquiry	
Inquiry	
Category	Indicator
Compelling Questions	<ul style="list-style-type: none"> Identify content required to provide an answer to compelling questions Construct compelling questions that promote inquiry with peers.
Supporting Questions	<ul style="list-style-type: none"> Understand how responses to supporting questions provide responses to compelling questions. Construct and respond to supporting questions that help answer compelling questions with peers.
Gathering and Evaluating Sources	<ul style="list-style-type: none"> Understand academic and domain-specific words in sources to create responses to compelling questions. Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	<ul style="list-style-type: none"> Construct claims in response to compelling and supporting questions. Accurately use information from sources when making claims. Make inferences from information in sources.
Communicating Ideas	<ul style="list-style-type: none"> Construct responses to compelling questions with specific claims and information from teacher-provided sources.
Taking Informed Action	<ul style="list-style-type: none"> Identify ways to address problems related to the compelling question.

The high school courses have a more complex inquiry strand chart:

BS - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History, I-Inquiry

Inquiry	
Standard	Indicator
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.	I.1.1 Compelling Questions <ul style="list-style-type: none"> Identify issues and problems in social studies. Formulate questions based upon disciplinary concepts.
	I.1.2 Supporting Questions <ul style="list-style-type: none"> Identify related issues and problems related to the compelling question. Formulate supporting questions.
	I.1.3 Gathering and Evaluating Sources <ul style="list-style-type: none"> Locate credible primary and secondary sources. Identify a variety of primary and secondary sources in support of compelling and supporting questions. Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies. Determine the origin, context and bias of primary and secondary sources. Differentiate between facts and interpretation of sources. Evaluate competing historical narratives and debates among historians.
	I.1.4 Developing Claims and Using Evidence <ul style="list-style-type: none"> Analyze data from charts, graphs, timelines, and maps. Analyze visual, literary, and musical sources. Examine change and continuity over time. Analyze the causes, effects and correlations. Determine the relevance of a source in relation to the compelling and supporting questions.
	I.1.5 Communicating Ideas <ul style="list-style-type: none"> Construct written, oral and multimedia arguments. Support arguments with evidence and reasoning while considering counterclaims. Use proper formatting in citing sources for arguments. Develop new understandings of complex historical and current issues through rigorous academic discussions. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
	I.1.6 Taking Informed Action <ul style="list-style-type: none"> Generate ideas through which the inquiry facilitates change. Devise a plan to enact change based on the results of the inquiry. Organize and take individual or collaborative action in order to effect change and inform others.

**Grade By Grade Analysis and Evaluation / Concerns:
How DRAFT TWO of the Revisions Differs From Draft One**

Grade Level	Analysis - Changes from Draft 1 to Draft 2 Bold type = significant Red Type = concerning	Evaluation / Concerns
K- The World Around Us	<ol style="list-style-type: none"> 1. The idea that goods can come from near or far has been removed from the objectives but are alluded to in the activities. 2. Objective K.C&G.1 states that there can be negatives AND positives of following and not following rules. 	
1st - People, Places & the Environment	<ol style="list-style-type: none"> 1. 1B.1.3: “Conflicts” was changed to “disagreements.” 2. 1.B.1.4.: “Explain the impact of folklore and celebrations on communities around the world” has become “Explain the impact that folklore has on celebrations and cultural traditions in communities around the world.” Folklore is credited as the cause of the impact on celebrations and traditions. 3. 1.C&G1: before students had to know how people shape “places and environments”, now it is “communities, laws and individual rights.” 4. 1.C&G.1.2, an objective that had also been about shaping “people, places and environments” is now about shaping “government decisions and peoples rights.” 5. Objective 1.E.1.2: Had been about supply and demand but now is about scarcity. Content examples for 1.E.1.3 now refer to supply and demand. 6. 1.G.1.1: adds “digital representation” to maps and globes as sources on which students can identify landforms. 7. In the History section, an objective on “various interpretations of the same time period” has been eliminated. Instead, the standard 1.H.1 has been changed from “Understand change over time” to “Understand that history tells a story of how people and events changed society over time”, introducing the subjectivity of history in that way. 	<p>If supply and demand is not in the standards or objectives, should it be in the content examples?</p> <p>Is folklore a force that <i>shapes</i> or <i>reflects</i> our celebrations and traditions, or both?</p>

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2nd- America: Our Nation	<ol style="list-style-type: none"> 1. The name of the course has changed from “Foundations of America” to “America: Our Nation” 2. The focus on NATIONAL IDENTITY is new but now less consistent. Four standards had the term “national Identity” in them and now do not. The term was retained in one standard under Civics. 3. Under Behavioral Sciences, 2.B.1.1., two objectives are now combined: one about the contributions of diverse cultures and another about the experiences of different demographic groups, into one. 4. In Civics & Government, Standard 2.C.&G.1 the term “citizenship” has been removed. The Draft 1 version: “Understand how democracy and citizenship contribute to national identity’ has become: “Understand how freedom, equality and democracy contribute to the national identity.” 5. In Civics and Government, an objective about classifying “the purpose, roles and responsibilities of leaders” and an objective about how “characteristics of good citizenship to the national community” has been replaced with “explain the role of government in ensuring freedom and equality of individuals in America.” 6. In economics, they promoted an objective about the availability of natural resources to a standard (2.E.1) but eliminated the term “natural.” 7. They demoted from standard to objective (2.E.1.2) the idea that economic decisions affect the economy and in doing so eliminated the term “national” before economy. 8. In economics, wording in an objective (2.E.1.1) about how scarcity leads to “conflict” is now about “how scarcity affects economic decisions.” 9. In Geography, they combined two objectives, one about movement and one about regions, into one: “(2.G.1.2) - Interpret how the movement of people, goods, and ideas has impacted the regional development of America.” 10. Under History, they demoted the concept of primary and secondary sources from an objective to a content example. 	<p>If primary and secondary sources are not in the standards, should they be in the content examples and sample activities?</p> <p>Residency and participation in society, not citizenship status, should be emphasized, since our physical presence in the country is the basis of our shared interests. The changes are warranted.</p>

Grade Level	Analysis - Changes from Draft 1 to Draft 2 Bold type = significant Red Type = concerning	Evaluation / Concerns
3rd- “Our Community and State”	<ol style="list-style-type: none"> 1. In the Behavioral Science strand, in many grade levels (including third grade), there is one standard for that strand (no matter what or how many there were in Draft 1) and it is now about how “values and beliefs of individuals and groups influence communities.” 2. Also in the Behavioral Science strand, they have eliminated any reference to “region” and replaced it with “community” or “local community.” 3. In Civics and Government, objective 3.C&G.1.1, “Explain the structure of state and local government and how it functions to serve citizens.” is now “Compare the structure and function of both state and local government.” 4. In Civics and Government objective 3C&G.1.3 “Compare how citizens participate and come together to solve common problems in state and local communities” has become, “Explain how the structure of state and local government provides a means for people to address and solve problems within communities.” 5. In Economics, there is a totally new objective (3.E.1.4) about how supply and demand affects choices people make. 6. In Geography, a standard about human interaction with the environment shaping communities is now (3.G.1) “Understand how geography impacts development of regions and communities.” 7. In Geography, objective 3.G.1.1. about maps and globes is now about absolute and relative location impacting development. 8. In Geography, references to state and nation have all been replaced with “region.” 9. In the History strand, all references to “state regions” have been replaced with “state and local communities.” 10. In the History strand, objective 3.H.1.3 was “Categorize ideas and contributions that different groups made in terms of influence on local history.” and is now, “Summarize how monuments and memorials represent historical events and people that are valued by a community.” Previously, anything about monuments was in grade 4. 	<p>The embedded inquiry strand chart might be wrong. It has a bulleted list that is more specific and complex than the ones for grades 4 &5, which seems odd.</p> <p>Residency and participation in society, not citizenship status, should be emphasized, since our physical presence in the country is the basis of our shared interests. The changes are warranted.</p> <p>Content Examples and Sample Activities related to supply and demand make more sense in this grade level since the concepts appear in the standards.</p> <p>Relegating concepts of “region” solely to the geographic discipline makes sense.</p> <p>The addition of an objective specifically about monuments (and the assumption that those monuments are valued by the community), given recent controversy in some NC communities regarding monuments, is odd and should be revised.</p>

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4th- North Carolina History and Geography	<ol style="list-style-type: none"> 1. The Behavioral Science strand standards have changed significantly. In many grade levels (including fourth grade), there is one standard for that strand (no matter what or how many there were in Draft 1) and it is now about how “values and beliefs of individuals and groups influence communities.” In 4th grade, it had been about how “various groups of people have developed and changed in NC.” 2. The objectives in the Behavioral Science strand have also totally changed. There were four, now there are two. The four deleted were about (1) changes to minority groups (2) artistic expression of various groups (3) contributions of different groups to state and local history and (4) significance of local buildings, monuments, holidays and traditions. The two news ones are about (1) traditions, social structure and artistic expression have contributed to the unique identity of NC and (2) how the values and beliefs of diverse cultures have contributed to the development of NC identity. 3. The Civics and Government strand is very different. There had been two standards and five objectives. Now there is one standard and three objectives. 4. The two standards eliminated were specifically about the roles and responsibilities in the NC Constitution and changes to the NC Constitution. 5. The new single standard is “Understand the role of citizens in local and state government.” The objectives focus on (1) roles and responsibilities of state elected leaders (2) how individuals and groups influence local and state government and (3) rights and responsibilities in the state constitution. 6. In Civics, the objective “explain the way in which historical documents are created and organized” was eliminated. 7. The Economics strand is very different. There are still two standards and four objectives. 8. In Economics, the standard about “the basic concepts of the market economy” is now “Understand how economic decisions and resources affect the economy of NC.” The related objective about supply and demand is now about scarcity, and supply and demand have been demoted to the content examples. A related objective about 	<p>The standards and objectives retained a focus on the NC and US Constitutions in a contextualized way that is more about application than memorization.</p> <p>There is a greater emphasis on local government in Draft 2, and that is excellent.</p> <p>In the Civics standards, the term “citizen” should be replaced with the word “resident” whenever possible.</p> <p>The term “natural resources” should be returned to the curriculum given the prominent role they play in our state; our economy is dependent on agriculture and tourism - sectors essentially related to natural features and resources.</p>

differentiating regional goods has become “Determine ways in which factors of production are influenced by the availability of resources in NC.”

9. In Economics, the standard about “the impact of personal financial decisions” is now about “the best practices in personal finance decisions.” **A related objective is now about the positive and negative outcomes of financial decisions.**
10. The **Geography strand is very different.** There were two standards and four objectives and now there is one standard and two objectives.
11. The Geography **standards about regional changes and movement were replaced with “Understand the role geography has played in the development of NC.”**
12. The Geography objectives were combined - **the only concept no longer present in the objectives is “natural resources.”**
13. **The History strand is very different.** There were three standards and now there is one. The History standards about (1) change (2) NC’s role in US History and (3) various views of history were replaced with “Understand the role of various people, events and ideas in shaping NC.”
14. In History there were six objectives, and there are still six. But “Summarize how various social justice movements within NC have influenced the state and nation” has been replaced with “Explain the ways in which revolution, reform and resistance have shaped NC.” Two separate objectives about primary and secondary sources have been combined. **This objective was added: (4.H.1.6) “Explain the significance of landmarks and monuments as historic symbols.”**

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5th - American History and Geography	<ol style="list-style-type: none"> 1. The Behavioral Science strand standards have totally changed. In many grade levels (including fifth grade), there is one standard for that strand and it is now about how “values and beliefs of individuals and groups influence communities.” In 5th grade, it had been about the “influence of the culture and choices made by various groups on the development and evolution of the U.S.” 2. The objectives in the Behavioral Science strand have also totally changed. There were four objectives and now there are two. They combined many ideas to make two broad objectives: “Explain how religion, gender roles, social structure and belief systems have influenced cultural development of the US.” (5.B.1.1) and “Explain how the values and beliefs of diverse cultures have contributed to the development of an American identity.” (5.B.1.2) They totally eliminated an objective on geographic push - pull factors. 3. In Civics and Government, there were two standards and still are. The first standard (5.C&G.1) about analyzing the structure and function of the US government no longer includes analyzing “the development” of the government and they have added the phrase “in terms of cooperation and compromise.” 4. The second standard, “Understand civic participation and individual rights and responsibilities in the US” , was changed to (5.C&G.2) “Evaluate the extent to which the federal government has protected individual rights” and civic participation is now an objective. 5. In Civics and Government, there were 6 objectives and now there are four. The objective “ Explain historical documents in terms of their impact” was eliminated, as was “Identify the principles of a democratic republic” and there are no functional equivalents for those in the new objectives. 6. In Civics and Government there is a new objective (5.C&G.1.1) about the “roles and responsibilities of the three branches of government in terms of how the branches cooperate.” 7. In Civics and Government the objective that read “Exemplify ways in which individual rights, responsibilities and privileges of citizens are protected for the common good under the US Constitution” has become (5.C&G1.2) “Determine how the branches of government use cooperation and compromise to establish freedom, equity and justice.” 8. In Civics and Government, they have clarified the objective that read, “Summarize the importance of civic participation in the US” to read (5.C&G2.1) “Determine ways in which individuals and groups use civic participation and advocacy to encourage government protection of rights.” 	<p>The idea that one key purpose of government is to promote the common good needs to be restored in the curriculum.</p> <p>The restoration of some focus on personal finance in elementary school is excellent, especially at this age when students might begin earning money through informal economic activity like babysitting and animal care.</p> <p>The distinction between migration and immigration should be restored.</p> <p>Since our founders supported a republic more than a democracy, the elimination of references to democracy are warranted.</p>

9. In **Civics and Government**, they have **added an objective about checks and balances** ensuring the freedom and equality of individuals in the US (5C&G2.2).
10. In **Economics**, there was one standard and now there are two, one focusing on microeconomics, one on macroeconomics.
11. The Economic standard on **macroeconomics** (5.E.1) had read “Understand the ways in which economic factors and decisions impact life in the US”. It now reads “Analyze how economic decisions have impacted the US *in terms of consequence, growth and trade.*” So, the **concept of factors has been removed and they have narrowed the focus of impacts.**
12. In Economics there had been four standards and now there are six. **They added an objective on factors of production** (5.E.1.3).
13. The new Economics standard is (5.E.2) “Understand the impact of personal financial decisions.” **It has two objectives, one that is totally new (5.E.2.2) “use procedures for budgeting of personal finances.”** The other was in Draft 1 “Explain the way in which personal financial principles affect everyday life.”
14. In **Geography**, there is one standard and it has not changed from Draft 1. There were 5 objectives and now there are 3. They **eliminated the objective that requires students to know the 50 states on a map, and the objective about “Determining the impact of movement in the development of the US using maps and other tools.”**
15. In Geography, they have combined several ideas in objectives into this one (5.G.1.2) “Explain geographic reasons for migration to, from and within the United States.” **In general, Draft 2 eliminates the distinction between migration and immigration.** All movement is now called migration, even if it involves movement to a new nation.
16. In History, all the standards and objectives are largely the same with one exception. **The objective “Explain the influence democratic ideas had on the development of the United States” has been eliminated and there is not a functional equivalent here or in the Civics strand. It was replaced with (5.H.1.5) “Differentiate various perspectives on historical events through primary and secondary sources.”**

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6th- Integrated World Studies I	<ol style="list-style-type: none"> 1. The course now includes the Paleolithic era and ends at 1400. Draft 1 started at the Neolithic Era and ended at 1200. 2. Behavioral Science had three standards and now has one, (6.B.1) "Understand the influence of individual and group identity on culture patterns and social norms." All the ideas (religion and belief, gender roles, social structure, cultural expression, cultural innovation) in the original three standards are now present in some way in the objectives and content examples. 3. Behavioral Science went from 8 objectives to 4. One main topic that was eliminated was cultural diffusion. 4. In Civics and Government, the two standards are basically the same, and there are still five objectives. They did move the "religious systems" aspect of the second standard to an objective. 5. One objective (6C&G.2.1) was changed from, "Explain the impact of human settlement, social hierarchy and social conflict on the evolution of laws and legal systems in various regions." to "Explain how codifying laws met the social and/or economic needs of ancient societies." 6. In Economics, there were two standards (one about human interaction influencing the development of systems of trade and one about analyzing economic systems and social conflicts) and now there is one. It is extremely vague - (6.E.1) "Understand the economic activities of civilizations prior to 1400." 7. In Economics, there were 6 objectives and now there are 2. The six objectives involved the following concepts: (1) the variety of economic systems developed, (2) how trade routes spread innovation, (3) natural v. man-made resources and their impact, (4) impact of past economic systems on the present, (5) the effect of the various economic systems on the people, (6) how economic systems related to conflicts in society. The new two objectives are very vague: (6.E.1.1) "Explain how trade routes and economic networks contribute to the development of civilizations and societies" and (6.E.1.2) Determine the economic impact of changing social structures." 	<p>The restoration of the Paleolithic Era to the curriculum is excellent.</p> <p>The exclusion of the concept of cultural diffusion should be reconsidered.</p>

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| | <ol style="list-style-type: none">8. The Geography strand was unchanged.9. The History strand went from two standards to one. The first in Draft 1 concerned the growth AND decline of civilizations based on 3 factors - (1) access to resources, (2) interaction with their environment, and (3) ability to change over time. The second in Draft 1 concerned understanding historical AND current events from a variety of perspectives. The new single standard is (6.H.1) "Analyze the development of civilizations and societies from various perspectives." The idea of growth AND decline moved to an objective, as did the idea of the current events being shaped by the past (Objective 6.H.1.2 - "enduring impact") and the factors are melded into an objective (6.H.1.1 - "Determine the causes and influences . . .")10. The only idea truly "lost" in the History strand is the idea that global interaction accelerates innovation. It was moved to 7th grade. | |
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<p>7th -</p> <p>Integrated World Studies II: Modern Era</p>	<ol style="list-style-type: none"> 1. This course now spans 1400 to the present. In Draft 1 it was 1200-present. 2. The Behavioral Science strand standards have totally changed. In many grade levels (including third, fourth fifth and now seventh grade), there is one standard for that strand (no matter what or how many there were in Draft 1) and it is now about how “values and beliefs of individuals and groups influence communities.” In 7th grade, it had been about how “culture has influenced individual and group identity.” 3. The objectives in the Behavioral Science strand have also changed. There were five, now there are four. The one eliminated is, “Differentiate how values and beliefs of modern societies are reflected in gender roles, social structures, cultural expression, justice and equality.” Based on the content examples, it looks as if it was folded into more vague wording: (7.B.1.1) Compare major elements of culture in various modern societies.” 4. In Civics and Government, they went back from two standards to one. The Draft 1 standards concerned (1) the purpose of government and authority and (2) the development of modern governmental systems. The new standard is very different: (7C&G.1) “Analyze modern governmental systems in terms of conflict and change.” 5. In Civics and Government there were 6 objectives and now there are 5. Three are new: (7C&G1.1) Compare the requirements for and responsibilities of citizenship under various forms of government in modern societies, (7C&G1.4) “Compare the ways in which various governments have dealt with change,” and (7C&G1.5) “Explain changes of various modern governments in terms of costs and benefits to its citizens.” Ideas “lost” in that shuffle are (1) a focus on how governments are formed, and (2) comparing sources of power in various societies. 6. In Economics, there were two standards and now there is one. The Draft 1 standards concerned (1) how human interactions influence economic systems and trade and (2) how economic systems struggle for power and identity through social classes. The new standard is very vague: (7E.1) “Understand the economic activities of modern societies and regions.” 7. In the Economics strand, there were 5 objectives and now there are 3. Specific terms in the Draft 1 objectives like trade, globalization, labor, environmental impact, resources and 	<p>The inclusion of the concept of “citizenship” and cultural comparisons about its meaning and significance is excellent. It prepares students to understand the uniqueness of US birthright citizenship</p> <p>The objective regarding the social, economic, and political effects of conflict and/or diplomacy needs to be restored.</p>

income distribution are now in content examples but not objectives. The **three objectives are very vague** but flexible and concern (7.E.1.1) what factors drive development of economic systems, (7.E.1.2) how national and international economic decisions impact interdependency, and (7.E.1.3) how economic activity differs based on economic systems.

8. **In the Geography strand, the single standard became even more vague. In Draft 1, it focused on migration and settlement. It now reads, (7.G.1) “Analyze ways in which geographical factors influence societies.”**
9. In **Geography**, five objectives are now three. The first now concerns migration and settlement, and **includes “push-pull factors” (which previously was in 5th grade)**. Specific terms in the **Draft 1 objectives like environmental protection, and governmental responses to climate, environment and human interaction are now folded in a more vague standard (7.G.1.2) “Determine reasons why societies modify and adapt to their environments.”** Objectives about demographic shifts and using geographic tools have also been folded into a single objective.
10. In the History strand, the single standard (7.H.1) “Evaluate historical and current events from a variety of perspectives” remains unchanged.
11. In History, there were six objectives and now there are four. **The two eliminated concerned (1) the social, economic, and political effects of conflict and/or diplomacy and (2) infer the direction of current events based on the past. None of the other objectives forthrightly address those concepts.** For example, related specifically to conflict, the terms World War I, World War II, the Korean War, Vietnam War or War on Terror do not appear anywhere in the 7th grade curriculum.

Grade Level	Analysis - Changes from Draft 1 to Draft 2 Bold type = significant Red Type = concerning	Evaluation / Concerns
8th- NC & American History	<ol style="list-style-type: none"> 1. In Behavioral Science, the single standard “Analyze the impact of human and group behavior on the development of North Carolina and the nation” has been broadened. In Draft 1 it focused on analyzing the “factors that led to continuity and change in human and group behavior.” So, Draft 1 concerns factors and causes, Draft 2 focuses on effects. 2. In Civics and Economics, the only change is to standard 2. In Draft 1, it was “Analyze the access to democratic rights and the efforts for societal reform.” In Draft 2 it is not focused on democratic reform: (8.C&G.2) “Evaluate the effectiveness of societal reforms.” Access to democratic rights is covered in a different standard and objective. 3. In Economics, the single standard, “Understand the economic development of NC and the nation” has not changed. 4. Three objectives in Economics have expanded to five. The two new ones are (8.E.1.1) “Summarize basic financial practices in the economy of NC and the nation” (content examples clarify this concerns personal finance) and (8.E.1.5) “Determine how growth has impacted the people and development of NC and the nation.” 5. In the Geography strand, there is no change to the single standard, (8.G.1) “Understand the geographic factors that influence the development of NC and the nation.” 6. In the Geography strand, there is one new objective added, (8.G.1.4) “Explain the voluntary and involuntary migration of various groups in North Carolina and the nation.” It was moved to Geography from the History strand. 7. In the History strand, there were no changes except for the one noted directly above. 	<p>It needs to be clearer that objective 8E1.1 concerns personal finance.</p> <p>The restoration of some focus on personal finance in middle school is excellent, especially since students might begin earning money through formal employment in high school.</p>

Grade Level	Analysis - Changes from Draft 1 to Draft 2 Bold type = significant Red Type = concerning	Evaluation / Concerns
World History: Issues and Patterns	<ol style="list-style-type: none"> 1. The course used to cover ancient civilizations to the present. It now begins at 1200. 2. In the introduction of Draft 1 and Draft 2 it states, “It is important to note that this course is not designed to be a chronological study of history through periodization.” 3. In Behavioral Science, the two standards are essentially unchanged. 4. Related to the second behavioral science standard (WH.B.2) “Analyze the concept of identity in historic and contemporary societies in terms of its development and impacts” was an objective that stated, “Determine the impact of ethnocentrism, racism, and gender discrimination in terms of power structures, social status and standard of living now and in the past.” It is now much more vague: (WH.B.2.1) “Explain how culture and society impact national, group and individual identity, now and in the past.” Most of the eliminated concepts have moved to content examples. 5. Under Behavioral Science, one new objective has been added, (WH.B.2.3) “Determine how global interaction impacts the development of national and group identities.” 6. In Civics and Government, the standards are not significantly changed. WH.C&G.1 concerns governments and their relationship with freedom, equality and power. WH.C&G.2 concerns how diplomacy and national policies create and resolve conflict. 7. In Civics and Government, there were 6 objectives and now there are 5. Objectives eliminated include (1) “how governments and policies respond to societal needs,” (2) “how tensions between individual rights, equality and power shape political systems”, and (3) “critiquing treaties and international organizations in influencing human rights and civil rights issues.” New objectives are less specific but loosely aligned, (WH.C&G.1.2) “Critique the extent to which various leaders and political systems use power to expand or restrict freedom and equality” and (WH.C&G.1.3) Distinguish various political revolutions in terms of motive, consequence, and lasting impact on the freedom and equality of those in society.” 8. The Economics strand is very different. There were two standards and now there is one. In Draft 1, the first standard involved globalization related to markets, resources and the 	<p>The exclusion of climate change and/or sustainability in the high school World History curriculum should be reconsidered. If not included in the Economics strand, those topics should be prominent in the Geography strand.</p> <p>There is not consensus that the specific terms “empathy” and “intersectionality” are essential in a survey course, but their exclusion, combined with the elimination of climate change / sustainability, makes the revision appear reflective of political, as opposed to academic, motives.</p>

environment. The second related to how national economic systems respond to national and global needs and demands. The new single standard is vague, (WH.E.1) “Analyze the economic relationships between groups and nations in terms of power and interdependence.

9. In Economics, the number of objectives has been reduced from 6 to 4. **The following terms were prominent in the objectives in Draft 1 but are no longer present in the standards, objectives, content example or sample activities: sustainability, natural resources, climate change, and consumption of resources.**

10. In the Geography strand, the only major change is that there is one more objective, breaking the causes and effects of migration and movement into two different objectives.

11. In the History strand, there were two standards and now there is one. In Draft 1 standards concerned **(1) “how context, perspective, and empathy impact understanding of historical events, and (2) key political, economic, social and cultural turning points. The new single standard is quite vague, (WH.H.1) “Analyze significant events and issues in world history in terms of continuity and change.”**

The idea of “turning points” is now an objective (WH.H.1.1).

12. The number of objectives has been reduced from 5 to 3. The new objectives concern (1) turning points, (2) impact of individuals and groups and (3) multiple perspectives of how events and issues have contributed to change.

13. Key ideas that were prominent in the History objectives but are now demoted to inquiry skills, content examples or sample activities: predicting the outcome of current events based on history, how interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time, designing a course of action to resolve a current global problem.

14. **Key ideas that were prominent in the History objectives but are now not present in the standards, objectives, content examples or sample activities: empathy, intersectionality.**

Grade Level	Analysis - Changes from Draft 1 to Draft 2 Bold type = significant Red Type = concerning	Evaluation / Concerns
American History	<ol style="list-style-type: none"> 1. In the Behavioral Science strand, the first standard has changed significantly. In Draft 1 it read, "Evaluate American identity in terms of opportunity and crisis." It now reads (AH.B.1), "Evaluate American identity in terms of perspective, change, and continuity." "Opportunity and crisis" is now an objective under that standard. 2. There are still seven objectives in the Behavioral Science strand. In addition to the new one on opportunity and crisis referenced above, an objective has been added about critiquing "multiple perspectives of American identity in terms of individualism and conformity." (AH.B.1.4) 3. The two objectives removed in the Behavioral Sciences strand include "critique the concept of the American Dream" and "deconstruct popular culture" and those concepts do not appear in the content examples or sample activities. 4. In Civics & Government, there are no significant changes from Draft1. 5. In Economics, there remains a single standard. The standard replaced the term"capitalism" with "American economic system" and is now about affluence, poverty AND mobility. 6. In the Economics strand there were three objectives and now there are four. They split one objective into two: (AH.E.1.1) Deconstruct multiple perspectives of American capitalism in terms of affluence, poverty and mobility, and (AH.E.1.2) Summarize the relationship between entrepreneurship, management, and labor. 7. In the Economics strand, in objective AH.E.1.4 they replaced the term "social classes" with "mobility." 8. The Geography strand is essentially unchanged. 9. In the History strand, there were three standards and there remain three. The first standard is significantly changed. In Draft 1, it concerned causes of wars and their impact on the nation. In Draft 2 the word "war" has been replaced with the more broad term "conflict" and also concerns the impact on other nations: (AH.H.1) "Understand the reasons for American involvement in conflicts and the domestic and foreign impacts. 10. There were eight objectives in Draft 1 and there remain eight. 11. Objective AH.H.1.1 in Draft 1 focused on causes and consequences of various wars. In Draft 2 it has been narrowed to focus only on "domestic conflicts." 	<p>Content examples are not consistent. For some standards, there are just lists of primary documents, and for others, lists of terms. Some lists of terms are numbered chronologically, while others repeat a number over and over in sections and it is unclear why.</p> <p>Sample Activities are few and far between for this course.</p>

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| | <ol style="list-style-type: none">12. Objective AH.H.1.2 in Draft 1 focused on key decisions made in war. That has been eliminated and shifted to the standard on “turning points” in the third history standard. In Draft 2 this objective focuses on “international conflicts,” their causes and consequences.13. Objective AH.H.1.3 is totally new: “Differentiate the experience of war on groups and individuals in terms of contribution, sacrifice, and opposition.”14. This objective in Draft 1 has been eliminated: “Deconstruct human rights in terms of national and global interests.” | |
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Founding Principles of the United States and North Carolina: Civic Literacy	<ol style="list-style-type: none"> 1. In Behavioral Sciences there remains one standard. Only one change was made in the standard. Instead of understanding how “motivations” affect the creation and implementation of policy, it now focuses on how “values and beliefs” shape policy. 2. In the Behavioral Sciences, there were three objectives in Draft 1 and now there are two in Draft 2. An objective has “flipped” in that in Draft 1 it focused on how norms, values and morals <i>impact</i> the creation of policy. In Draft 2, the focus is on how policy <i>reflects</i> norms and values. 3. In Behavioral Sciences one objective has been eliminated. In Draft 1 it read, “ Determine the effects of institutional discrimination on cultural and national identity.” That specific concept does not appear in the content examples or sample activities. 4. The Civics and Government strand is very different from Draft 1. There had been three standards and now there are four. 5. In Draft 1, the first standard read, “Evaluate documents, speeches and discourse that impacted the founding principles of the United States.” It is about how documents impacted the principles. In Draft 2, this standard becomes very focused on how those principles are expressed in documents and how they have encouraged and upheld American democracy: (CL.C&G.1) “Understand how the Founding Principles of the United States and North Carolina, expressed in documents, speeches and decisions, have encouraged and upheld American democracy.” 6. Standard 2 in Civics and Government in Draft 1 read, “Analyze the role of federalism in the structure of the US government.” In Draft 2 the term federalism is dropped and it focuses on order, security and individual rights: (CL.C&G.2) “Analyze the structure of national, state, and local government in terms of their ability to maintain order, security, and the protection of individual rights.” 7. Standard 3 in Civics and Government in Draft 1 was about how citizens can participate and impact policy. In Draft 2, the standard is about analyzing citizens’ responsibilities: (CL.C&G.3) “Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the political process.” 	<p>The inquiry strand chart is abbreviated compared to the one used for other high school disciplines.</p> <p>The emphasis on the United States as a democracy in standard one of the Civics and Government strand is odd, since our founders created a republic and the founding documents support that point of view. The wording might be prescribed by statute and unavoidable, but the idea that our founding documents established the United States as a democracy is historically problematic.</p> <p>Some key concepts taught in the current course are missing. Given the fact that this course allows us to double civics instruction, the conceptual coverage should be greater, not less. Missing concepts include:</p> <p>Sources of law: students do not realize law can be generated through case law,</p>

	<p>8. The fourth totally new standard in Civics and Government includes state government: (CL.C&G.4) “Analyze how the judicial, legal and political systems of the United States and North Carolina embody the founding principles of the government.”</p> <p>9. In Civics and Government, there were ten objectives in Draft 1, and now there are twelve in Draft 2.</p> <p>10. The following ideas were retained in the 12 (mostly reconceptualized) Civics and Government objectives: the influence of historical documents, the founding principles, the impact of social movements, how structures maintain order and security, the impact of political parties, comparing US government to other governments, the duties and responsibilities of citizenship, the impact of media, the US Constitution.</p> <p>11. New ideas in the Draft 2 Civics and Government objectives include: (1) the NC Constitution, (2) balancing security and rights, (3) the changing perception and interpretation of citizenship and naturalization, (4)the election process at national, state and local levels, (5) comparing the NC and US court systems, (6)the adversarial nature of the state and federal judicial process.</p> <p>12. A key idea that was prominent in the Civics objectives in Draft 1 but is now not present in the standards, objectives, content examples or sample activities: how governments maintain the welfare of the public and protection of citizens.</p> <p>13. In Economics, just about everything from Draft 1 has been eliminated. There were two standards and six objectives in Draft 1; there is one standard and two objectives in Draft 2.</p> <p>14. In Economics the new single standard is very broad: (CL.E.1) “Understand the role of government to both federal and state economies.”</p> <p>15. In Economics, the first of the two objectives is about the “impact of monetary, fiscal, and regulatory policies on federal and state economies.”</p> <p>16. In Economics, the second objective is “the federal and state government’s role in both domestic and international trade.”</p> <p>17. A key idea that was prominent in the Economics objectives but is now demoted to sample activities: the rationale for government regulation. This idea is also explored in the Economics and Personal Finance Course as a sample activity.</p>	<p>constitutional law, rulemaking and executive order, in addition to statutes</p> <p>Criminal and Civil Procedure: students need to understand how civil and criminal law differ, and how related courtroom processes differ. The differences are alluded to in the content examples but ideas like the discovery process, standards for finding a defendant guilty, and the role of the state as the plaintiff in criminal cases need to be added.</p> <p>Students need greater exposure to international law / structures unrelated to climate such as: the United Nations, the Security Council, War Tribunal process, Geneva Conventions, Declaration of Human Rights, etc., in addition to international efforts related to climate change.</p> <p>The elimination of many of the specific concepts in red makes the revision appear reflective of political, as opposed to academic, motives.</p>
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	<p>18. Key ideas that were prominent in the Economics objectives in Draft 1 but are now not present in the standards, objectives, content examples or sample activities: bonds, different types of markets, indicators that may inhibit involvement in civic participation.</p> <p>19. In the Geography strand, there were two standards and five objectives in Draft 1; Draft 2 contains one standard and three objectives. The new standard is more broad and inclusive: (CL.G.1) "Understand the role geography plays in civic participation, legislation and public policy."</p> <p>20. The following ideas were retained in the three (mostly reconceptualized) Geography objectives: impact of gerrymandering, impact of civic participation on immigration policy and environmental policy, how international agreements navigates global environmental issues and US interaction with those efforts.</p> <p>21. New ideas introduced in Draft 2 that were not in Draft 1 regarding Geography: voting and civic participation in different US regions</p> <p>22. Key idea that was prominent in the Geography objectives but is now not present in the standards, objectives, content examples or sample activities: impact of government on agriculture.</p> <p>23. In History, Draft 2 has one less standard and one less objective. One of the standards regarding the impact of founding principles was folded into the Civics strand. The remaining standard is largely unchanged: (CL.H.1) "Understand how the American system of government has evolved over time."</p> <p>24. The objectives are quite different. The following ideas were retained in the three (mostly reconceptualized) History objectives: tensions over power and authority, the US as a democratic republic, founding principles, individual rights,</p> <p>25. New ideas introduced in Draft 2 that were not in Draft 1 regarding History : civil rights</p> <p>26. A key idea that was prominent in the History objectives in Draft 1 but is now demoted to content examples or sample activities: primary and secondary sources, self government, rule of law</p> <p>27. Key ideas that were prominent in the History standards / objectives but are now not present in the standards, objectives, content examples or sample activities: alternative models of government from other nations, the US as a constitutional democracy.</p>	<p>With an understanding that topics in this course related to economics are now limited to the government's interaction with economic institutions and processes, there should be a mention of bonds, the circular flow of money in the economy, the national debt, and entitlements.</p>
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Economics & Personal Finance	<ol style="list-style-type: none"> 1. This course does not include the Inquiry Strand or Behavioral Sciences, Civics and Government, Geography or History Strands. 2. Instead, it has Economics, Income and Education, Money and Credit Management, Financial Planning, and Critical Consumerism. 3. Other than adding Content Examples and Sample Activities, there have been relatively few changes from Draft 1 to Draft 2. Some standards have become objectives, and some objectives have been combined, but the concept load in general is largely the same. 4. Key ideas that were prominent in the Economics and Personal Finance standards / objectives but are now not present in the standards, objectives, content examples or sample activities: interest and compound interest, strategies for securing funding for a future event or purchase, and the idea that we should critique consumer-driven decisions in terms of their impact on the environment. 	<p>EPF.IE.1.5 should be moved to EPF.IE.1.1 and subsequent objectives should move down one spot.</p> <p>The elimination of the specific concept in red makes the revision appear reflective of political, as opposed to academic, motives.</p> <p>There should be an objective related to entrepreneurship. It should include:</p> <ul style="list-style-type: none"> - Types of businesses and their advantages and drawbacks - How to get a federal tax ID# - How to file with the state Secretary of State - Domain name purchases - Trademarks and copyright <p>There should be standards / objectives addressing the interests of labor.</p>

		<p>They should include:</p> <ul style="list-style-type: none">- Labor protections- Ways abused workers can seek remedies through governmental and private institutions. <p>There should be standards / objectives related to systemic poverty, its causes, effects and an evaluation of solutions to address poverty. Students should learn how to address financial hardships (medical emergencies, layoffs, food insecurity, etc.)</p>
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