

	<i>2010 Social Studies Essential Standards: Meeting the Needs of All Students In The 21st Century</i>
Rationale For Change	<p>In its Framework for Change issued on June 5, 2008, the North Carolina State Board of Education (SBOE) directed the Department of Public Instruction (DPI) to "overhaul the PreK-12 Standard Course of Study (SCOS) to focus on essential standards in order to narrow and deepen the state's curriculum." After the essential standards are adopted by the Board, DPI is charged with developing support materials and professional development for the implementation of the new standards.</p> <p>DPI's Response to the Framework for Change (October 2008) described essential standards as "those skills, understandings and learning experiences that all students must master and/or complete at each grade level or course in order to move to the next level of learning." A primary goal of these standards is "to clarify what must be learned at each level and lessen the chance that critical knowledge is overlooked."</p>
National Standards and Research	<p>The North Carolina Social Studies Essential Standards were developed based on research from the national standards that support civics and government, history, geography, and economics. These national documents provided the framework for the development of standards that are enduring, clear, and measurable.</p> <p>Alignment to national research was vital as these documents are credible researched-based guidelines of what should be taught and assessed in K-12 social studies. It is our intent to pare down the existing standards to identify what is essential, but also what is deemed necessary by national experts and groups.</p>
New Structure	<p><i>The North Carolina Standard Course of Study</i> provides the framework from which school districts design their local curriculum. These are the broad academic learning statements intended for all students. <i>The Standard Course of Study</i> is not the curriculum. The locally developed curriculum will consist of specific instructional objectives, strategies, and resources that teachers will use to effectively facilitate classroom instruction.</p> <p>The new standards for K-12 Social Studies have been developed according to the North Carolina Department of Public Instruction's new Essential Standards guidelines. Essential Standards are written to identify the most critical (essential) knowledge, understandings and skills that a student must learn in a grade or course in order to be successful at the next level of learning and for life beyond the classroom.</p> <p>The new structure of K-12 Social Studies Essential Standards reflects a shift to a more conceptual framework. The current <i>North Carolina Standard Course of Study</i> is organized using competency goals and objectives. The new structure consists of essential standards and clarifying objectives.</p> <p>The essential standards are focused on understanding the broad concepts of</p>

	<p>social studies. Standards will continue to address topics and facts; however, the goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. While the essential standards are written broadly, the clarifying objectives are written to include more specificity. Additionally, conceptual standards will give teachers and districts more flexibility in the content examples that they may elect to use in order to support the concepts.</p> <p>The New Essential Standards are written using the Revised Bloom's Taxonomy (RBT) under the guidance of one of the authors of the revision, Dr. Lorin Anderson. The North Carolina Department of Public Instruction has chosen RBT to provide a common language of well-defined verbs across disciplines that ensures the alignment of the objectives, instruction and assessment. An educational taxonomy is a classification system used to develop goals, standards and objectives. The common language of the revised Bloom's taxonomy provides verb consistency within and across all content areas.</p> <p>The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment (formative, interim, and summative).</p>
<p>Content</p>	<p>The proposed social studies essential standards are designed to ensure that all students at all grade levels acquire the essential knowledge and skills to be informed, active citizens in the 21st century. In kindergarten through grade twelve, there is attention to the development of social studies concepts and skills and how they build over time. Essential standards and clarifying objectives were developed to ensure that the content is developmentally matched to the age and stage of the learner for better clarity and specificity. For each grade level, K-12, the content was reviewed for evidence of rigor and vertical alignment.</p> <p><u>Kindergarten – Grade Five</u></p> <p>In grades K-3, students begin to build upon their ability to demonstrate chronological thinking. They expand their ability to think like a historian by asking questions that historians ask. This serves as a building block for more sophisticated analyses in subsequent grades.</p> <p>Students in grade four explore the social disciplines of history, geography, civics and government, culture and economics through the context of North Carolina from pre-colonial to Reconstruction. Although the time period of focus is precolonial to Reconstruction, it is important to guide students in drawing parallels between contemporary issues and their historical origins. Fourth grade expectations help prepare students for more sophisticated studies of North Carolina, nation and world in later grades.</p> <p>In fifth grade, the standards were developed to focus on the United States History from the Pre-Colonial period up to Reconstruction. Canada and Mexico have been removed in order to provide a more in-depth study of the United States. Students will study Mexico and Canada in 6th and 7th grade, which begins</p>

the study of the world.

Grade Six – Grade Eight

Students in middle grades will continue to build upon the knowledge, skills and understandings mastered in grades K-5. Sixth and seventh grade social studies begin the study of the world from a geographic, historical, and cultural perspective. Sixth grade students will focus on world geography, history and culture with particular emphasis on patterns of continuity and change from the beginnings of human society to the emergence of the first Global Age. Students will be expected to gain an understanding of the development of civilizations and societies around the world from an economic, political, and cultural perspective and the role that geography plays in that development. In the seventh grade, students will continue their study of the world from the Age of Exploration to the present. The focus will be on pivotal moments in world history that shaped the development of contemporary societies. The study of geography will play a key role in helping students understand the world today.

In the eighth grade, students will continue to study North Carolina History and the development of the state from a geographic, cultural, economic and political perspective. Pursuant to the passage of House Bill 1032 *An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina*, the new essential standards will integrate United States History with the study of North Carolina History.

High School Courses

World History students taking this course will study major turning points that shaped the modern world. Students are expected to have had a foundation in the themes and tools of geography and the study of early, ancient and classical civilizations throughout their K-8 experience. The World History course standards concentrate on the study of pre-modern, modern, postmodern and contemporary events in world history. The standards of this course trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. Historians group the standards in this course in a way that reflects accepted periodization. Topics have been selected around a basic core of chronologically organized history to ensure an in-depth study of the learning standards. This course will address six periods in the study of World History, with a key focus of study from the mid 15th century to present.

1. Ancient Period: Early Civilizations
2. Classical Period: Classical Antiquity
3. Medieval Period: Early, High and Late Middle Ages
4. Early Modern Period: The Emergence of the First Global Age
5. Late Modern Period: New Ideologies, Revolutions and Global Wars
6. Contemporary Period: New Balance of Power and the Search for Peace and Stability

The Civics and Economics course has been developed to align with the National

	<p>Standards for Civics and Government, the National Standards for Economics and the National Standards for Personal Financial Literacy. Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This course guides students to study the basic framework of American democracy, the basic concepts of American government and concepts in economics and personal finance.</p> <p>The standards for Civics and Economics have been developed to emphasize the role of the federal, state and local government, the courts and political and civic organizations. In addition, students will build on the civic and economic concepts and principles learned in grades kindergarten through eight.</p> <p>The American History course has been designed as two separate courses. Each course will be an individual course (not a Part I and Part II combination) and each will receive one unit of high school credit. The first course, American History I: The Founding Principles, will include content from the European exploration of the new world to Reconstruction. Students will examine the historical and intellectual origins of the United States of America from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America through Reconstruction. The second course, American History II, will include content from late nineteenth century to early 21st century. Students will examine the political, economic, social and cultural development of the United States of America from the end of the Reconstruction era to the present. The desired outcome of both American History courses is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States of America in an interconnected world. Each course goes beyond memorization of isolated facts to the development of higher level thinking skills.</p>
	<p>Electives</p> <p>Social studies electives have been developed to cognitively build upon previous content and skills learned by students, appeal to their contemporary interests and help them transition to an engaged life and citizenry after high school. Given statistics gathered on the current electives offered by schools over previous years, as well as feedback received from a public education survey to social studies stakeholders, essential standards have been developed for the following new electives:</p> <ul style="list-style-type: none"> • Turning Points in American History • Twentieth Century Civil Liberties and Civil Rights • The Cold War • 21st Century Geography • American Humanities Seminar • World Humanities Seminar • Psychology • Sociology

Pedagogy	<p>If we are to change social studies education, it must start with social studies teaching. This requires structured and sustainable training for teachers. Content and pedagogy should not be treated exclusively. Content is the knowledge and skills a teacher possesses in a specific discipline. Pedagogy is the “art” teachers use to deliver content of their discipline. Effective teachers utilize an array of strategies, techniques, and assessments that provide positive learning opportunities and growth for all students. The combination of content knowledge and instructional delivery is an integral component in the <i>North Carolina Professional Teaching Standards</i>. After the State Board of Education approves the new essential standards, the Department of Public Instruction will begin offering professional development opportunities, as well as support materials and resources, to build teacher capacity in content and pedagogy.</p>
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