

EOC Recommendations/2028 Standards Comparison

Education Oversight Committee (EOC) Recommendations	Notes																																																								
1. Consider framing United States History and Constitution and world history standards within a time period...	This was specifically done by separating the World History courses at the middle school level.																																																								
2. Ensure students have the historical context and background knowledge in content prior to beginning instruction on a standard.	Colonial Carolina is missing from 8th grade. Students are introduced to it in 3rd grade, then again in USHC.																																																								
3. Consider support of the removal of the state budget proviso that suspends the testing of social studies in grades 3-8...	Not addressed in Standards.																																																								
4. Develop a civics strand from kindergarten to grade 12.	Indicators are labeled with a C to indicate Civics.																																																								
5. Address the redundancy in the content across grade levels to reduce the number of standards.	<table><tr><th><u>Grade/ Course</u></th><th><u>2019 Indicator</u></th><th><u>Draft Indicator s</u></th><th><u>Change</u></th></tr><tr><td>K</td><td>14</td><td>26</td><td>+86%</td></tr><tr><td>Grade 1</td><td>15</td><td>26</td><td>+73%</td></tr><tr><td>Grade 2</td><td>15</td><td>26</td><td>+73%</td></tr><tr><td>Grade 3</td><td>16</td><td>27</td><td>+69%</td></tr><tr><td>Grade 4</td><td>30</td><td>23</td><td>-23%</td></tr><tr><td>Grade 5</td><td>29</td><td>25</td><td>-14%</td></tr><tr><td>Grade 6</td><td>30</td><td>31</td><td>+3%</td></tr><tr><td>Grade 7</td><td>36</td><td>30</td><td>-17%</td></tr><tr><td>Grade 8</td><td>27</td><td>31</td><td>+15%</td></tr><tr><td>MWH</td><td>30</td><td>33</td><td>+10%</td></tr><tr><td>USHC</td><td>30</td><td>50</td><td>+67%</td></tr><tr><td>Econ</td><td>16</td><td>17</td><td>+6%</td></tr><tr><td>Gov</td><td>16</td><td>30</td><td>+88%</td></tr></table> *Some content is repeated in secondary courses, but the skill is not evolving, nor is the depth of knowledge.	<u>Grade/ Course</u>	<u>2019 Indicator</u>	<u>Draft Indicator s</u>	<u>Change</u>	K	14	26	+86%	Grade 1	15	26	+73%	Grade 2	15	26	+73%	Grade 3	16	27	+69%	Grade 4	30	23	-23%	Grade 5	29	25	-14%	Grade 6	30	31	+3%	Grade 7	36	30	-17%	Grade 8	27	31	+15%	MWH	30	33	+10%	USHC	30	50	+67%	Econ	16	17	+6%	Gov	16	30	+88%
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6. Provide access to teachers to primary sources for all history classes...	A companion document is promised.																																																								

7. Address the lack of sufficient diversity, especially regarding gender, persons with disabilities, and ethnicities within the standards.	Although more groups are listed in many of the indicators, oftentimes they are included because something is happening to them rather than their contributions. With the removal of Colonial Carolina from 8th grade, Native Americans are mostly removed. Persons with disabilities are not included.
8. Standards should focus on a global perspective.	Eurocentric narrative is prevalent with standards on the Renaissance, Reformation, European exploration, European limited/unlimited government, Enlightenment, industrialization, and imperialism in 3-6 secondary courses. An entire Western Civilizations course was added. Courses are limited to the study of Europe and America. Other continents are not included. The EOC recommended a course of Human Geography and Current Events, but that course was not included in the draft. Continuing to have the AP Human Geography class will create an access barrier for students who may not be able to have the Human Geography experience. There are limited opportunities for students to gain general geographical and mapping skills before taking history-focused classes.
9. Prioritize what has been identified as essential for all students to know... helpful to accommodate the learning needs...	There are no priority standards. In the 2019 standards, skills were identified as the priority standards.
10. Improve the rigor by benchmarking social studies standards with national and international standards...	Higher-order thinking and inquiry, as detailed by the C3 Framework, are largely missing. Verbs include: analyze, evaluate, explain. Current: Explain the causes of imperialism... Proposed: Analyze the causes of imperialism by evaluating economic, political, technological, and ideological evidence from multiple regional perspectives. Sometimes the verb in the indicator and the explanation are not at the same cognitive level. For example, 4.1.3 asks students to “Identify key individuals...,” but the “Teacher Emphasis” says, “Teachers should help students connect leadership, ideas, diplomacy, public service, and constitutional development to the growth of the new nation.”

11. ...use that knowledge in the middle grades to describe cause and effect, and continuity and changes, and finally in high school to reason like experts by analyzing evidence and evaluating interpretations.	14/31 of the 6th grade indicators use the verb “analyze” along with the other verbs of demonstrate (1), explain (3), compare (5), evaluate (3), examine (3), assess (2). The focus is more about content than skill. Skills are needed to help students become college and career ready. These are missing from the standards, yet the standards are labeled as college and career ready.
12. The standards should use common language to communicate to teachers and parents.	More common vocabulary was used; for example, “civics dispositions” was updated to “civic characteristics.” Format and naming conventions are mostly consistent.
13. Greater specificity should be provided in the standards and alignment guides to answer the question, “What can a teacher expect a student to know at a specific grade level?”	Key Concepts and Teacher Emphasis were added to the standards document to make it more content-specific.
14. A strong alignment document to assist teachers in the teaching of the social studies standards is needed and should be incorporated into the standards.	An alignment guide has not been presented nor alluded to in the “Purpose and Design.” One may not be completed since the Key Concepts and Teacher Emphasis are included in the standards document. However, the “Purpose and Design” states, “A companion primary-source document will support implementation of the adopted standards by identifying important texts and developmentally appropriate selections for study.”