

North Carolina Department of Public Instruction's Biennial Report on Civic Literacy

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Background	Legislation G.S. 115C-81 recommends the following support of civic literacy: ▪ High schools provide students instruction on the nation's founding documents such as but not limited to the <i>Declaration of Independence</i>, the <i>Constitution</i>, and <i>Federalist Papers</i>. ▪ High schools provide students the opportunities to demonstrate proficiency of said founding documents and issues evolving from them before graduation. ▪ High school students are required to score level III or level IV on <i>Civics and Economics</i> and <i>United States History</i> end of course tests to fulfill the North Carolina Exit Standards. ▪ The Department of Public Instruction's Testing and Accountability section develop end of course tests that align with the <i>North Carolina Standard Course of Study</i> for <i>Civics and Economics</i> and <i>United States History</i>. ▪ The Department of Public Instruction provide systemic professional development for building teacher capacity in <i>Civics and Economics</i> and <i>United States History</i>.
Standard Course of Study Revision	The <i>North Carolina Social Studies Standard Course of Study</i> was revised and approved by the State Board of Education in 2001. After input from the field, it was recommended that there be no revision during the 2006 cycle.
Standard Course of Study	<i>Civics and Economics</i> Course Goals and Objectives That Support This Legislation: Competency Goal 1-The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy. Objectives 1.02 Trace and analyze the development of ideas about self-government in British North America. 1.05 Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution. 1.06 Compare viewpoints about government in the Federalist and the Anti-Federalist Papers. 1.07 Evaluate the extent to which the Bill of Rights extended the Constitution. 1.08 Compare the American system of government to other forms of government. Competency Goal 2-The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American democracy. Objectives 2.01 Identify principles in the United States Constitution. 2.02 Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.

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	2.03 Explain how the United States Constitution grants and limits the authority of public officials and government agencies. 2.04 Describe how the United States Constitution may be changed and analyze the impact of specific changes. 2.05 Analyze court cases that illustrate that the United States Constitution is the supreme law of the land. 2.06 Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals. Competency Goal 3-The learner will analyze how state and local government is established by the North Carolina Constitution. Objectives 3.04 Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes. 3.05 Analyze court cases that illustrate that the North Carolina Constitution is the law of the state. 3.06 Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state. Competency Goal 4-The learner will explore active roles as a citizen at the local, state, and national levels of government. Objectives 4.06 Describe the benefits of civic participation. 4.07 Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level. 4.08 Participate in civic life, politics, and /or government. Competency Goal 6-The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels. Objectives 6.02 Cite examples of common, criminal, civil, constitutional, administrative, and statutory law. 6.03 Identify the various procedures in the enactment, implementation, and enforcement of law. 6.04 Identify ways citizens can be informed about the laws. 6.05 Investigate the role and responsibility of government to inform the citizenry. 6.06 Analyze the role of lobby groups and special interest groups in the enactment of legislation. Competency Goal 10-The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy. Objectives 10.01 Explain the distinction between personal and civic responsibilities and the tensions that may arise between them. 10.04 Demonstrate characteristics of effective citizenship. <i>United States History Course Goals and Objectives That Support This Legislation:</i> Competency Goal 1-The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.
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	Objectives 1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period. Competency Goal 3-Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation. Objectives 3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government. Competency Goal 5-Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America. Objectives 5.04 Describe the changing role of government in economic and political affairs. Competency Goal 6-The emergence of the United States in World Affairs (1890-1914) - The learner will analyze causes and effects of the United States emergence as a world power. Objectives 6.03 Describe how the policies and actions of the United States government impacted the affairs of other countries. Competency Goal 9-Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties." Objectives 9.05 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life. Competency Goal 11-Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period. Objectives 11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society. 11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences. Competency Goal 12-The United States since the Vietnam War (1973-present) - The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period. Objectives 12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens. 12.06 Assess the impact of twenty-first century terrorist activity on American society.
21st Century Skills	Skills for Civic Literacy are embedded in the K-12 North Carolina Social Studies Standard Course of

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	Study. The skills entail: ▪ Being an informed citizen to participate effectively in government ▪ Exercising the rights and obligations of citizenship at local, national and global levels ▪ Understanding the local and global implications of civic decisions
Professional Development	The Department of Public Instruction has provided on-going professional development and support materials for <i>Civics and Economics</i> and <i>United States History</i> teachers to build content and pedagogical capacity which include, but are not limited to: ▪ <i>Civics and Economics</i> and <i>United States History</i> on-line support documents ▪ <i>Civics and Economics</i> and <i>United States History</i> support document resources provided on CD-ROM ▪ <i>Civics and Economics</i> and <i>United States History</i> sessions were provided across the state to prepare teachers to use the revised Standard Course of Study ○ SCOS transitional year ○ SCOS adoption year ○ SCOS operational year and on-going ▪ Focused Civics specific train- the- trainer workshop sessions for each LEA as DPI transitioned from ELPs to <i>Civics and Economics</i> ▪ <i>Civics and Economics</i> and <i>United States History</i> on-line modules hosted via LEARNNC ▪ Social Studies Supervisors' sessions at the state Social Studies conference to promote understanding and literacy in the use of support documents for <i>Civics and Economics</i> and <i>United States History</i> ▪ <i>Civics and Economics</i> and <i>United States History</i> updated support documents in 2007 ▪ On-going partnership with NC Civic Education Consortium to provide insight on the development of professional development trainings on civic education and civic literacy
Testing	▪ Effective with the entering freshmen class of 2006-2007, all students in North Carolina are required to score level III or level IV on <i>Civics and Economics</i> and <i>United States History</i> end of course tests that are aligned with the <i>North Carolina Standard Course of Study</i> for the subjects. These requirements are a part of North Carolina Exit Standards.