

## **The African American Experience in North Carolina Curriculum Goals**

Below are listed the most specifically applicable goals and objectives of the Social Studies, Language Arts, Fine Arts, Information Skills, and Character Education eighth grade curricula in North Carolina (adopted as of 2003) to the African American Experience in North Carolina.

### **Social Studies Standard Course of Study**

Strands: Historic Perspectives, Economics and Development, Government and Active Citizenship, Individual Identity and Development, Cultures and Diversity

COMPETENCY GOAL 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.

Objectives

1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.

COMPETENCY GOAL 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the nineteenth century.

Objectives

3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.

3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.

COMPETENCY GOAL 4: The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.

Objectives

4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.

4.03 Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.

4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.

4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.

COMPETENCY GOAL 5: The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.

Objectives

5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.

5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.

5.03 Describe the social, economic, and political impact of migration on North Carolina.

5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.

COMPETENCY GOAL 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.

Objectives

6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.

6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.

COMPETENCY GOAL 7: The learner will analyze changes in North Carolina during the postwar period to the 1970's.

Objectives

7.02 Evaluate the importance of social changes to different groups in North Carolina.

7.04 Compare and contrast the various political viewpoints surrounding issues of the post World War II era.

COMPETENCY GOAL 8: The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's.

Objectives

8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.

8.02 List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.

8.03 Describe the impact of state and national issues on the political climate of North Carolina.

8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

COMPETENCY GOAL 9: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.

Objectives

9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.

9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.

9.03 Describe opportunities for and benefits of civic participation.

SKILL COMPETENCY GOAL 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.

Objectives

1.01 Read for literal meaning.

1.02 Summarize to select main ideas.

1.03 Draw inferences.

1.04 Detect cause and effect.

1.05 Recognize bias and propaganda.

1.06 Recognize and use social studies terms in written and oral reports.

1.07 Distinguish fact and fiction.

1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

SKILL COMPETENCY GOAL 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information

using diverse modalities to demonstrate the knowledge acquired.

Objectives

2.01 Use appropriate sources of information.

2.02 Explore print and non-print materials.

2.03 Utilize different types of technology.

2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.

2.05 Transfer information from one medium to another such as written to visual and statistical to written.

2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

**SKILL COMPETENCY GOAL 3:** The learner will acquire strategies to analyze, interpret, create, and use resources and materials.

Objectives

- 3.01 Use map and globe reading skills.
- 3.02 Interpret graphs and charts.
- 3.03 Detect bias.
- 3.04 Interpret social and political messages of cartoons.
- 3.05 Interpret history through artifacts, arts, and media.

**SKILL COMPETENCY GOAL 4:** The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.

Objectives

- 4.01 Use hypothetical reasoning processes.
- 4.02 Examine, understand, and evaluate conflicting viewpoints.
- 4.03 Recognize and analyze values upon which judgments are made.
- 4.04 Apply conflict resolutions.
- 4.05 Predict possible outcomes.
- 4.06 Draw conclusions.
- 4.07 Offer solutions.
- 4.09 Develop hypotheses.

**SKILL COMPETENCY GOAL 5:** The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.

Objectives

- 5.01 Use word processing to create, format, and produce classroom assignments/projects.
- 5.02 Create and modify a database for class assignments.
- 5.03 Create, modify, and use spreadsheets to examine real-world problems.
- 5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

## **English Language Arts Standard Course of Study**

Strands: Oral Language, Written Language, and Other Media/Technology

**COMPETENCY GOAL 1:** The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

Objectives

1.02 Explore expressive materials that are read, heard, and viewed by:

- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed, including personal reactions.
- taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:

- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experiences by:

- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text.

COMPETENCY GOAL 2: The learner will use and evaluate information from a variety of sources.

Objectives

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.
- extending ideas.

2.02 Create a research product in both written and presentational form by:

- determining purpose, audience, and context.
- choosing a relevant topic.
- selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
- citing sources used.

- employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

COMPETENCY GOAL 3: The learner will continue to refine the understanding and use of argument.

Objectives

3.01 Evaluate a variety of public documents by:

- identifying the social context of the argument.
- comparing the argument and counter-argument presented.
- judging the effectiveness of tone, style, and use of language.

3.03 Create arguments that persuade by:

- engaging the audience by establishing a context, creating a persona, and otherwise developing interest.
- developing a controlling idea that makes a clear and knowledgeable judgment.
- arranging details, reasons, and examples effectively and persuasively.
- anticipating and addressing reader/listener concerns and counter-arguments.

COMPETENCY GOAL 4: The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.

Objectives

4.02 Develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Use the stance of a critic to:

- consider alternative points of view or reasons.
- remain fair-minded and open to other interpretations.
- construct or review.

COMPETENCY GOAL 6: The learner will apply conventions of grammar and language usage.

Objectives

6.01 Model an understanding of conventional written and spoken expression by:

- using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and case.

- using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)
  - determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
  - extending vocabulary knowledge by learning and using new words.
  - evaluating the use and power of dialects in standard/nonstandard English usage.
  - applying correct language conventions and usage during formal oral presentations.
- 6.02 Continue to identify and edit errors in spoken and written English by:
- using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
  - producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
  - self correcting errors in everyday speech.
  - independently practicing formal oral presentations.

## **Arts Education Standard Course of Study**

Strands: Responding, Understanding

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.

Objectives

6.02 Analyze elements of music in aural examples representing diverse genres and cultures.

6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances.

Objectives

7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.

7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.

7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

Objectives

8.01 Compare in two or more arts areas how the characteristic elements of each art

form can be used to transform events, emotions, or ideas into works of art.

8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.

Objectives

9.01 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.

9.02 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.

9.03 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.

9.04 Show respect for music from various cultures and historical periods.

Information Skills Standard Course of Study

Strands: Literacy and Research Process Skills (Information Literacy)

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

1.04 Acknowledge ownership of ideas.

1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.

1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).

1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats (print, graphical, audio, video, multimedia, web-based).

2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.



2.05 Determine accuracy, relevance, and comprehensiveness of information resources.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objectives

3.01 Describe personal cultural heritage and environment.

3.02 Collect and compare information about diverse cultures, environments, and peoples.

3.03 Identify bias and stereotypes.

3.04 Relate cultural similarities and differences to personal heritage and environments.

3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

4.01 Identify information needs and formulate questions about those needs.

4.02 Identify potential research process models.

4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.

4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.

4.05 Gather information from the most effective resources.

4.06 Comply with the Copyright Law (P. L. 94-553).

4.07 Organize and use information.

4.08 Credit sources of information.

4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, Web-based).

4.10 Evaluate the product.

COMPETENCY GOAL 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based).

5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.

5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).

5.04 Collaborate with others, both in person and through technologies, to identify information problems, and to design, develop, and evaluate information products and solutions.

5.05 Credit sources in all print, non-print, and electronic products.

5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

## **Character Education Traits**

Under the guidelines of the North Carolina Partnership in Character Education, schools should integrate elements of character across the curriculum. The character traits selected for integration include the six stipulated in a federal grant as well as the eight traits named in North Carolina Senate Bill 1139. Due to the fact that several of the traits on the two lists are either identical or refer to similar concepts, there are actually only ten elements of character emphasized in the products being developed.

1. Respect
2. Responsibility
3. Caring/Kindness
4. Trustworthiness/Integrity
5. Fairness/Justice
6. Citizenship/Civic Virtue
7. Courage
8. Perseverance
9. Self-discipline
10. Good Judgment