

# NORTH CAROLINA HIGH SCHOOL GRADUATION REQUIREMENTS

Starting with the Class of 2010, students will have to pass a number of requirements to graduate from high school with a diploma. These are:

1. Proficiency (level 3 or 4) on 5 EOC tests: English I, Biology, Algebra I, **Civics & Economics and United States History**
2. Passing a Graduation Project
3. Passing the North Carolina Computer Competency test.

While the first three EOC's listed above will normally be taken in grade 9, Civics & Economics will normally be taken in grade 10 and United States History in grade 11.

## End of Course Tests in Social Studies

For the 2006-07 School Year, EOC's in social studies will be given to all students in these courses. The EOC's that the students will take are in the two courses, *Civics & Economics*, normally taken in grade 10, and *United States History*, normally taken in grade 11. These EOC's will be administered to students in two of the three mandated subjects required for graduation from North Carolina's high schools.

A description of these courses, taken from the DPI website, is listed below. There is no EOC in World History or are there any announced plans to develop one.

### Civics and Economics

Through the study of *Civics and Economics*, students consider political, governmental, and legal topics that engage them in examining the legal and political systems of our society, and the basic economic concepts, economic institutions, as well as reasoned approaches for analyzing economic problems, actions, and policies. Basic foundations in civics, government, and economics begin with and continue throughout the K-9 social studies program. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and localities. It empowers students to become politically and economically active and responsible citizens of the twenty-first century. *Civics and Economics*, recommended for grade ten, develops the foundations for *United States History* by examining the early historical period of the nation, its founding documents, the Federalist Papers, and the formation of the United States as a nation state.

### United States History

The study of *United States History* in high school builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. The study of *World History* will enable students to place the United States in a world context. The economic and political perspectives and historical foundations gained from the study of *Civics and Economics* will prepare students for the examination of our nation's history. Given these foundational studies, it is appropriate that this high school course, *United States History*, emphasizes the economic, social, and political developments of the nation state up to and including the twentieth century. The study of our nation's history concentrates on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the memorization of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a "sense of history."

From the North Carolina Department of Public Instruction Social Studies website at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

# EOC TEST WEIGHTS BY SCOS GOAL

CIVICS AND ECONOMICS	
Goal	Value (%)
1.0 Historical Roots of American Democracy	12
2.0 Purpose, Values and Principles of American Democracy	12
3.0 Establishment of State and Local Government	6
4.0 Roles of Citizens	8
5.0 Role of Political and Legal Systems	12
6.0 Purpose of National, State and Local Laws	12
7.0 Economic Choices	11
8.0 United States Economic System	11
9.0 Factors Affecting the Economy	10
10.0 Effective Citizenship US History (Goals 1 & 2) = 24% Government & Citizenry (Goals 3-6, 10) = 44% Economics (Goals 7-9) = 32%	6
<b>Total:</b>	<b>100</b>

UNITED STATES HISTORY	
Goal	Value (%)
1.0 The New Nation (1789-1820)	8
2.0 Expansion and Reform (1801-1850)	9
3.0 Crisis, Civil War and Reconstruction (1848-1877)	8
4.0 The Great West and the Rise of the Debtor (1860's through 1896)	7
5.0 Becoming An Industrial Society (1877-1900)	8
6.0 The Emergence of the United States in World Affairs (1890-1914)	7
7.0 The Progressive Movement in the United States (1890-1914)	8
8.0 The Great War and Its Aftermath (1914-1930)	5
9.0 Prosperity and Depression (1919-1939)	10
10.0 World War II and the Beginning of the Cold War (1930's-1963)	11
11.0 Recovery, Prosperity and Turmoil (1945-1980)	11
12.0 The United States Since the Vietnam War (1973-present day)	8
<b>Total:</b>	<b>100</b>

This is information that was released by NCDPI on 6/9/05.

## GENERAL INFORMATION

Students must take and pass the three courses, *World History*, *Civics & Economics* and *United States History* in order to graduate from high school. Starting with the Class of 2010, students will have to pass the appropriate EOC in two of these subjects in order to fulfill the Graduation requirements from high school. These two social studies End-Of-Course tests make up 2 of the 5 required EOC tests—40%. The other required EOC's are in English, Biology and Algebra.

**End of Course Tests.** The Social Studies End of Course tests, which were operational with the 05-06 year, are the result of many thousands of hours of work. They are based upon the revised Standard Course of Study, which went into effect with the 2003-04 school year. Wake County Public Schools went with full implementation with that school year, teaching the new classes with the new SCOS. These three mandated subjects are World History, Civics & Economics and United States History. The World History class has a teacher-generated final exam.

**Changes in Course Curricula.** Three courses are mandated by the State of North Carolina and two are the basis of our end-of-course tests.

The **World History** course, with **47 objectives**, changed the least from its previous presence in our social studies curriculum. Previously it was called "World Civilizations." Other secondary courses which prepare students for this class are taught in grade 6 (South America, Western & Eastern Europe and Russia and the former Russian Republics) and grade 7 (Asia, Africa and Australia).

**Civics & Economics**, with **78 objectives**, replaced the old Economic, Legal and Political Systems. C & E, as it is called, has four major components—civics/citizenship, economics, American History from the colonial era to Washington's first administration and state and county government. It is a unique course, unlike anything mandated in any other state.

Our **United States History** course, with **54 objectives**, now begins in 1789 in the Federalist period with Washington's first administration and continues to the present day. Another secondary course, which prepares students for both C & E and United States History, is grade 8 which is North Carolina History and Geography. Though its lawful focus is on North Carolina's role in the world, it is taught within the context of American History.



## OTHER PERTINENT INFORMATION ABOUT THE END OF COURSE TESTS QUESTIONS AND ANSWERS FOR EDUCATORS

**What is the background history to the development of the new EOC's?** DPI used a new 48-month process for developing the new EOC's. It was a 22-step process. Ultimately, these two courses were recommended for use in grades 10 and 11.

Over 5900 new test questions were eventually developed for the various field-tested EOC's. These were narrowed to the 1000 items that were used on the 10 forms of the field tests. Excess item development allows for selection and placement of the BEST items from the pool. Teachers in the field wrote all question items from all across the state.

**What Happened to ELP?** ELP is no longer a course. DPI approved the retirement of the ELP test in May 2004. The new course, Civics & Economics, is vastly different from the old ELP.

**What about Testlets?** Testlets for ELPS and USH in the field are no longer aligned to the SCS and have been removed from Agency inventories. There are no more testlets in our futures. DPI will eventually be releasing "Goal sets" to LEA's. The testlets were used for many illegal purposes in the past, according to Jerrie Brown of DPI Testing. This was not just in SS but also in all subjects.

**What is the United States History test like?** The design of the USH EOC consists of 5 sections in each test, 4 operational sections with 20 items each, 1 experimental section with 20 field test items, 80 total operational items, 20 total field test items, 100 total items perform (no change) Each section samples 3 Standard Course of Study goals. Sections and items within each section are chronologically ordered. An experimental section is located before or after the operational section that it mimics. The SCOS for USH consists of 12 goals and 54 objectives. Of these, 53 are testable objectives. The hidden items are embedded among all the test questions. The item questions are chronologically ordered.

**What is the Civics and Economics test like?** The design of the C & E EOC consists of 5 sections, 4 operational sections with 20 items each, 1 experimental section with 20 FT items, 80 total operational items, 20 total field test items, 100 total items per form (no change) Each section samples the entire Standard Course of Study goals. An experimental section is located at random. The Standard Course of Study for C & E consists of 10 goals and 78 objectives. Of these, 75 are testable objectives.

**What are the Cognitive Demands and Thinking Skills for the Tests?** There has been much teacher input for 40/60 split--40% of the test will look like the old tests but 60% will answer demands written for higher order thinking skills questions--HOTS.

**How do the Standard Courses of Study for these two important subjects compare to the test itself?** See the brief chart below:

<b>CONTENT GUIDELINES</b>	<b>EOC ASSESSMENT</b>
SCS Lower vs Higher Order Thinking Skills (HOTS)	Test Specs Lower vs. Higher Order Thinking Skills (HOTS)
<b>USH</b> 13% lower   87% HOTS <b>C &amp; E</b> 24% lower   72% HOTS	40% LOWER   60% HOTS 40% LOWER   60 HOTS