



## Standards Alignment for NC Freedom Park

### Overview

The new addition of North Carolina Freedom Park to downtown Raleigh brings limitless, standards-aligned possibilities for students to explore the story of North Carolina through the African American experience and struggle for freedom throughout history. Prominent standards-alignment for Social Studies/History is included below, however there are numerous connections for grades K-3, as well as for English Language Arts, Humanities courses, electives, and more.

For full standards and/or to check alignment for other course, visit the [NC Department of Public Instruction's website](#).

### 4<sup>th</sup> Grade Social Studies

- 4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.
- 4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina.
- 4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.
- 4.G.1.3 Summarize the reasons for forced and voluntary migration to, from, and within North Carolina.
- 4.H.1.1 Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.
- 4.H.1.2 Summarize the changing roles of women, indigenous populations and racial groups throughout the history of North Carolina.
- 4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.
- 4.H.1.4 Summarize the role North Carolina has played in major conflicts and events throughout the history of America.
- 4.H.1.5 Use primary and secondary sources to compare multiple perspectives of various historical events in North Carolina.
- 4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.

### 5<sup>th</sup> Grade Social Studies

- I.1.7 Construct claims in response to compelling and supporting questions.
- I.1.8 Accurately use information from sources when making claims.
- I.1.9 Make inferences from information in sources.
- I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.
- I.1.11 Identify ways to address problems related to the compelling question.
- 5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.
- 5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.
- 5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.

## 8<sup>th</sup> Grade Social Studies

- I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.
- I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
- I.1.5 Identify evidence that draws information from multiple perspectives.
- I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
- I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.
- I.1.11 Use a range of civic approaches to address problems being investigated.
- 8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation
- 8.B.1.2 Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation
- 8.C&G.1.2 Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation
- 8.C&G.1.3 Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.
- 8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.
- 8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
- 8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.
- 8.E.1.3 Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.
- 8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.
- 8.H.1.2 Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.
- 8.H.1.3 Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.
- 8.H.1.4 Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.
- 8.H.2.3 Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.

## High School American History

- I.1.1 Compelling Questions
  - Identify issues and problems in social studies.
  - Formulate questions based upon disciplinary concepts.
- I.1.2 Supporting Questions
  - Identify related issues and problems related to the compelling question.
  - Formulate supporting questions.
- I.1.3 Gathering and Evaluating Sources
  - Locate credible primary and secondary sources.
  - Identify a variety of primary and secondary sources in support of compelling and supporting questions.

- Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies.
- Determine the origin, context, and bias of primary and secondary sources.
- Differentiate between facts and interpretation of sources.
- Evaluate competing historical narratives and debates among historians.
- I.1.4 Developing Claims and Using Evidence
  - Analyze visual, literary, and musical sources.
  - Examine change and continuity over time.
  - Analyze causes, effects, and correlations.
- I.1.5 Communicating Ideas
  - Construct written, oral, and multimedia arguments.
  - Support arguments with evidence and reasoning while considering counterclaims.
  - Develop new understandings of complex historical and current issues through rigorous academic discussions.
  - Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
- AH.B.1.2 Critique multiple perspectives of American identity in terms of opportunity, prosperity, and crisis.
- AH.B.1.3 Critique multiple perspectives of American identity in terms of oppression, stereotypes, diversity, inclusion, and exclusion.
- AH.B.1.6 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to American identity over time in terms of the struggle against bias, racism, oppression, and discrimination.
- AH.B.1.7 Explain how slavery, xenophobia, disenfranchisement, and intolerance have affected individual and group perspectives of themselves as Americans.
- AH.C&G.1.2 Critique the extent to which various levels of government used power to expand or restrict the freedom and equality of American people.
- AH.C&G.1.3 Explain how various individuals and groups strategized, organized, advocated and protested to expand or restrict freedom and equality.
- AH.C&G.1.4 Explain how racism, oppression, and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America.
- AH.E.1.5 Distinguish the role women and racial minorities have played in contributing to the economic prosperity of American society in terms of equity, equality, and mobility.
- AH.G.1.4 Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture.
- H.H.3.2 Use historical empathy and contextualization to deconstruct multiple perspectives of individuals and groups within various turning points.
- AH.H.3.3 Critique the extent to which economic, social, cultural, geographic, and political factors of various turning points changed the American historical narrative.
- AH.H.3.4 Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people.

### **High School Founding Principals**

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  - Formulate questions based upon disciplinary concepts.
- I.1.2 Supporting Questions
  - Identify related issues and problems related to the compelling question.
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- I.1.3 Gathering and Evaluating Sources
  - Locate credible primary and secondary sources.
  - Identify a variety of primary and secondary sources in support of compelling and supporting questions.
  - Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies.
  - Determine the origin, context, and bias of primary and secondary sources.
  - Differentiate between facts and interpretation of sources.
  - Evaluate competing historical narratives and debates among historians.
- I.1.4 Developing Claims and Using Evidence
  - Analyze visual, literary, and musical sources.
  - Examine change and continuity over time.
  - Analyze causes, effects, and correlations.
- I.1.5 Communicating Ideas
  - Construct written, oral, and multimedia arguments.
  - Support arguments with evidence and reasoning while considering counterclaims.
  - Develop new understandings of complex historical and current issues through rigorous academic discussions.
  - Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
- CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government.
- CL.B.1.4 Explain how individual values and societal norms contribute to institutional discrimination and the marginalization of minority groups living under the American system of government.
- CL.C&G.3.2 Compare strategies used by individuals to address discrimination, segregation, disenfranchisement, reconcentration, and other discriminatory practices that have existed in the United States.
- CL.C&G.3.3 Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization.
- CL.C&G.4.6 Critique the extent to which women, indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government.
- CL.G.1.1 Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment.
- CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.
- CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability.
- CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past.
- CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time.
- CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time.

**Standards alignment was completed in August 2023 using current [NC Essential Standards](#).**